



District of Columbia  
Office of the State Superintendent of Education

# DISTRICT OF COLUMBIA ATTENDANCE REPORT

School Year 2020-21

November 30, 2021

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## Executive Summary

The Office of the State Superintendent of Education (OSSE) collects attendance for all students in public schools, regardless of age, for required reporting and accountability. OSSE is required to publicly report on the state of attendance annually, and this report satisfies that statutory obligation.

Due to the continued risk and effects of the coronavirus (COVID-19) pandemic, students attended 95 percent of school days through distance learning during the 2020-21 school year. A question frequently asked this school year: Did the distance learning environment result in better attendance outcomes for students, and if so, for which students? Overall, that answer is no. Chronic absenteeism rates were slightly higher in the 2020-21 school year than in previous years.

Students had slightly higher rates of in-seat attendance when learning in person in the 2020-21 school year than when attending remotely. This varies by student group, though. Younger students were more likely to have higher in-seat attendance rates in the in-person learning environment, and older students (over-age students in particular) were more likely to have higher in-seat attendance rates in the distance learning environment. Additionally, students in most wards had higher in-seat attendance rates when learning in-person, except for schools in Ward 7, where the distance learning in-seat attendance rate was 8 percentage points higher than the in-person rate. Finally, race and ethnicity did not have a strong bearing on differences in attendance rates by learning environment.

It is important to note that attendance outcomes are not always indicative of learning outcomes, as distance learning may have had other effects on students' educational trajectories. Direct comparisons between school years 2019-20 and 2020-21 are challenging for a number of reasons. In the 2020-21 school year, fewer than 5 percent of school days were in person, so attendance rates for in-person learning were based on small numbers of students and school days. Additionally, selection of students into in-person schooling was not random, so comparisons should be made with caution. The requirement for being counted present was different for distance learning than traditional in-person attendance. For distance learning, the student's identity had to be authenticated and the student needed to meet engagement requirements consistent with the local education agency's (LEA's) policy articulated in its continuous education plan for the 2020-21 school year. In other words, the bar for attending remotely was lower than attending in-person as it did not require a continuous physical presence in a school.

Overall, the average number of days missed by compulsory aged students (ages 5-17) increased by about one day in the 2020-21 school year compared to 2018-19, but the share of absences that were unexcused increased substantially. Chronic absenteeism was 31 percent, which represents a small increase from the 2018-19 school year. Truancy was nearly 39 percent, which represents a substantial increase from the 2018-19 school year rate of 30 percent. Truancy in the 2020-21 school exceeded what it had been in previous years, due to more absences being unexcused than in prior years; however, the gap in truancy rates between older students and younger students has narrowed.

Student groups with the highest rates of absenteeism have not changed in comparison to previous years:

- Chronic absenteeism is more prevalent among middle and high school students, with ninth graders experiencing the highest rates.

- At-risk students were approximately 3.7 times more likely to be chronically absent than students who were not considered at-risk when controlling for other demographic and educational indicators.
- Students experiencing homelessness, who were overage and in high school, or who attended multiple schools, were more likely to be chronically absent than their peers.
- Black or African American students were four times more likely to be truant than students who were not Black, and Hispanic or Latino students were nearly three times more likely to be truant than non-Hispanic or Latino students.

# Introduction

## Legal Landscape

D.C. Official Code 38-201, *et. seq.* outlines student, parent, school, LEA, and OSSE obligations related to attendance. This section is not intended to be a comprehensive review of attendance laws and policies in the District. Rather, it provides greater context for understanding the contents of this report.

Schools are required to maintain an accurate daily record of attendance of all minors of compulsory age.<sup>1</sup> School attendance is mandatory for all children ages 5-18, and parents and guardians are responsible for ensuring that students attend school every day unless they have a valid excuse.<sup>2</sup> OSSE also collects attendance for all students in a school, regardless of age, to complete required reporting and for various accountability uses. Schools are required to report attendance to OSSE within 60 days after the end of a school year.<sup>3</sup> OSSE is required to publicly report on the state of attendance annually, and this report satisfies that statutory obligation.<sup>4</sup> Note that OSSE only receives daily attendance from public schools and LEAs; it does not receive course- or class period-level attendance. A student is considered present for the purpose of daily attendance if the student has been present for 80 percent of the instructional day under DC Municipal Regulations.<sup>5</sup> OSSE, however, did not apply this definition of “present,” also known as the “80/20 Rule,” in the 2020-21 school year because of the diversity of daily instructional schedules across the District used in response to the pandemic.

Schools are required to list the categories of absences that they will accept as excused, and these policies must be clearly explained in a school’s parent or student handbook that is distributed at the beginning of every school year or when a student is enrolled in school.<sup>6</sup> A parent must submit a valid excuse for absences within five school days of the absence, and schools are required to mark all absences as unexcused unless a valid excuse is provided.<sup>7</sup>

Schools are required to take the following steps when students accumulate a number of unexcused absences. After the first unexcused absence, schools must contact the parent the same day and request documentation. If a student accumulates 10 or more full-day unexcused absences, schools are required by law to begin notifying other agencies.<sup>8</sup> If the child is between ages 5 and 13, and accumulates 10 full-day unexcused absences, the school submits a referral to the DC Child and Family Services Agency (CFSA) for suspected educational neglect. If the child is between ages 14 and 17, and accumulates 15 full-day unexcused absences,

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<sup>1</sup> D.C. Official Code § 38-203 (a)

<sup>2</sup> D.C. Official Code § 38-202(a)

<sup>3</sup> D.C. Official Code § 38-203 (i)

<sup>4</sup> D.C. Official Code § 38-203 (k)

<sup>5</sup> 5A DCMR §2199 defines present as a single school day on which the student is physically in attendance at scheduled periods of actual instruction at the educational institution in which she or he was enrolled and registered for at least eighty percent (80 percent) of the full instructional day, or in attendance at a school-approved activity that constitutes part of the approved school program for that student.

<sup>6</sup> 5A DCMR §2102

<sup>7</sup> D.C. Official Code § 38-203(c)(2)

<sup>8</sup> Per D.C. Official Code §38-208 referrals to CFSA, CSS, and the OAG are based on full school day absences, not the definition of “present” in 5A DCMR §2199 which is colloquially known as the “80-20 Rule”

schools must refer the child to the Court Social Services Division of the Superior Court of the District of Columbia (CSS) and to the Office of the Attorney General (OAG).

## Every Day Counts! Taskforce

The Every Day Counts! Task Force (EDCTF) is a partnership of education, health, and justice agencies and stakeholders that collaboratively advances and coordinates strategies to reduce chronic absenteeism and truancy. The Task Force looks to ignite conversations that move to a solutions-based approach of impacting student attendance in Washington, DC by utilizing a cross-sector approach to support the development and implementation of a comprehensive attendance plan.

Student attendance is a priority for Washington, DC. Mayor Muriel Bowser launched the Every Day Counts! public education campaign to emphasize the importance of attending school every day, on time. The campaign built upon the work of the EDCTF already underway to ensure that attendance is a priority across public agencies, communities, and schools. The campaign engages targeted messaging using social, digital, and print media and provides informational materials to stakeholders at engagement events across the District.

The Every Day Counts! initiative, guided by the Task Force and supported by the campaign, has convened students and community stakeholders, offered attendance trainings, launched a cross-sector community of practice for school-based staff, and shaped Districtwide investments in preventing chronic absenteeism, among other activities. More information about Every Day Counts!, including campaign related resources and Task Force participation, strategic plans, data analyses, and meeting materials can be found at [attendance.dc.gov](https://attendance.dc.gov).

## Data Quality and Accountability

OSSE has built data infrastructure and systems to support collecting accurate attendance data; providing attendance data to school leaders to assist them in taking data-driven approaches to improving student attendance; and emphasizing the importance of attendance to the public through the DC School Report Card and this report.

Since the 2015-16 school year, teachers and other school personnel submit student attendance records to OSSE daily via their LEA's student information system. In pursuit of accurate and reliable data, OSSE offers LEAs a suite of tools and resources throughout the year to monitor attendance data, including:

- **Data Dashboards:** OSSE deploys analytic tools through Qlik applications that help users efficiently monitor attendance data and correct errors from the start of school. Through reports in Qlik, LEAs can view their own monthly, weekly, and daily attendance at the grade level, school level, and student level, as well as a report dedicated to monitoring chronic absenteeism and attendance anomalies.

- **Monthly Attendance Letter:** OSSE provides LEA leaders with an attendance letter that summarizes monthly attendance key performance indicators to better support LEAs in monitoring attendance data.
- **Support from a Data Liaison:** OSSE flags attendance data errors in the data validation Qlik report and provides each LEA with a liaison to assist in resolving data issues.
- **Validation from the Head of School:** OSSE requires LEAs to correct any outstanding errors and certify their end-of-year attendance as authoritative at the end of the school year. Prior to the release of the DC School Report Card, all heads of schools must validate the accuracy of their students' attendance data as well as three attendance metric calculations: In-Seat Attendance, Chronic Absenteeism, and Attendance Growth<sup>9</sup>.
  - *In-Seat Attendance (ISA)* captures the daily average percentage of enrolled students who were present in school.
  - *Chronic Absenteeism* measures the percentage of students who were absent for at least 10 percent of instructional days during the school year.
  - *Attendance Growth* measures the average improvement in attendance, calculated by comparing students' individual change in attendance year-over-year to students of the same age, and taking the average of that difference.<sup>10</sup>

OSSE provides multiple avenues to support schools and LEAs in improving data quality. By including attendance measures in the accountability system, the District of Columbia formally recognizes attendance as an important measure of school quality and environment, signaling its importance for schools and families to focus efforts on improving school attendance.

## Background and Definitions

### Definitions

- *Chronically Absent* – Having been absent, including both excused and unexcused absences, for at least 10 percent of enrolled instructional days.
- *Truant* – Having accrued at least 10 full-day unexcused absences during the school year.
- *In-seat Attendance* - measures the percentage of the cumulative sum of instructional days on which enrolled students are present during a given school year. Throughout this report “in-seat attendance” and “attendance rate” are used interchangeably.
- *In-person Learning Time* -measures the percentage of instructional days (present or absent) that are reported as being in-person
- *Remote Learning Time or Distance Learning* - measures the percentage of instructional days (present or absent) that are reported as being completed virtually (not in the school building)

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<sup>9</sup> For more information on how attendance metrics contribute to the STAR framework, please consult the DC School Report Card and STAR Framework Technical Guide

<sup>10</sup> Attendance Growth was not calculated for the 2020-21 school year due to COVID-19

- *At-risk* - A DCPS student or a public charter school student who is identified as one or more of the following:
  - Experiencing homelessness;
  - Under the care of the Child and Family Services Agency (CFSA, also known as foster care);
  - Qualifies for the Temporary Assistance for Needy Families (TANF) program or the Supplemental Nutrition Assistance Program (SNAP); or
  - A high school student that is “overage,” or one year older, or more, than the expected age for the grade in which the student is enrolled.

### ***Student Universe***

All measures of chronic absenteeism included in this report reflect the percentage of students in grades K-12 with absences on 10 percent or more of instructional days, inclusive of both excused and unexcused absences. Students enrolled in pre-K or adult schools are not included in any aggregate measures of chronic absenteeism unless explicitly stated.

Measures of truancy remain limited to students of compulsory age (ages 5-17) to align with the statutory definition of truancy rate<sup>11</sup> and represent the percentage of all compulsory-aged students who accrue 10 or more full-day unexcused absences across all schools during the school year. This is a slight change from previous OSSE attendance reports, which included partial-day unexcused absences, to align with other reporting requirements.<sup>12</sup>

Though nearly all compulsory-aged students are enrolled in grades K-12, not all K-12 students are of compulsory age, particularly in high school. Students who are older than compulsory age may accrue many unexcused absences which could result in a chronic absenteeism designation but would not be reflected in the truancy rate.

### ***Cumulative vs. Absolute Identifications***

The rates of chronic absenteeism presented in this report reflect the end-of-year cumulative sum of absences and instructional days. Though OSSE reports on chronic absenteeism based on the final end-of-year status, it is important to note that chronic absenteeism, as a percentage, represents a dynamic measure throughout the school year. Students can enter in and out of chronic absenteeism during the middle of the school year depending on the changing proportion of absences relative to instructional days.

For example, if a student misses three days in the first month of school, the student would be classified as chronically absent at the end of that month. However, if the student accumulates no additional absences, the student would no longer be considered chronically absent by the end of the school year. In contrast, truancy is a permanent status once a student accumulates 10 unexcused absences in a given school year.

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<sup>11</sup> D.C. Official Code 38-202(a) defines truancy rate as the share of students who have accumulated 10 or more unexcused absences during the school year. This differs from absences for the purpose of child welfare and court referrals (10 unexcused full-day absences from ages 5-13; 15 unexcused full-day absences from ages 14-17).

<sup>12</sup> Running state-wide truancy calculation including partial absences resulted in a truancy rate that was 0.6% higher than calculation that only includes full absences



### **Attendance Risk Tiers**

In calculating rates of chronic absenteeism, students who miss 10 percent or more of school are considered chronically absent. To provide a more detailed look at the underlying attendance patterns of the District of Columbia's K-12 students, this report also classifies students into five risk tiers:<sup>13</sup>

- 1) Satisfactory Attendance: Students who missed 0%-4.99% of school days
- 2) At-Risk Attendance: Students who missed 5%-9.99% of school days
- 3) Moderate Chronic Absence: Students who missed 10%-19.99% of school days
- 4) Severe Chronic Absence: Student who missed 20%-29.99% of school days
- 5) Profound Chronic Absence: Student who missed 30% or more of school days<sup>14</sup>

## Attendance Collection in the 2020-21 School Year

It was critical that the District collect attendance in a systematic way as students attended school through distance learning in the 2020-21 school year. Because the District's response to the COVID-19 pandemic required social distancing measures, attendance collection procedures were updated to accommodate both in-person and distance learning.

OSSE published guidance at the beginning of the 2020-21 school year on how attendance would be collected for both in-person and distance learning.<sup>15</sup> Local statutes governing attendance did not change, so students of compulsory age were still required to attend school; collection, reporting, and intervention requirements remained in place for schools, LEAs, and OSSE.

Schools reported daily attendance specifying in-person and distance learning postures. Students who attended school in person could be marked present or absent without consideration to the proportion of the school day the student attended, meaning no application of the 80/20 rule.<sup>16</sup> Students who attended school remotely needed to satisfy a two-part test to be counted as present. The student's identity had to be authenticated and the student had to meet a bar for engagement consistent with the LEA's policy articulated in its continuous education plan for the 2020-21 school year. OSSE required each LEA to submit a continuous education plan for the 2020-21 school in order to obtain flexibility from requirements that an instructional day last for 6 hours, which is prescribed in 5A DCMR §2100.3. OSSE reviewed these plans jointly with the Public Charter School Board (PCSB) and approved them. They can be found on the OSSE website.<sup>17</sup>

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<sup>13</sup> Risk Tiers 1- 4 specified by Attendance Works, a national initiative to promote awareness of the importance of attendance to students' success; Profound Chronic Absence is an additional category used for the purposes of this report.

<sup>14</sup> Students in tiers 3-5 are deemed "chronically absent" for accountability purposes.

<sup>15</sup> [2020-21 School Year Attendance Guidance \(dc.gov\)](https://dc.gov/education/osse/2020-21-school-year-attendance-guidance)

<sup>16</sup> The "80/20 Rule" refers to the definition of "present" in 5A DCMR §2199. Based on the existing definition in the regulation, for a student to be considered present (in-person), they must be in attendance for at least 80 percent of the full instructional day.

<sup>17</sup> [2020-21 School Year Continuous Education Plans.](https://dc.gov/education/osse/2020-21-school-year-continuous-education-plans) Office of the State Superintendent of Education.

## Findings

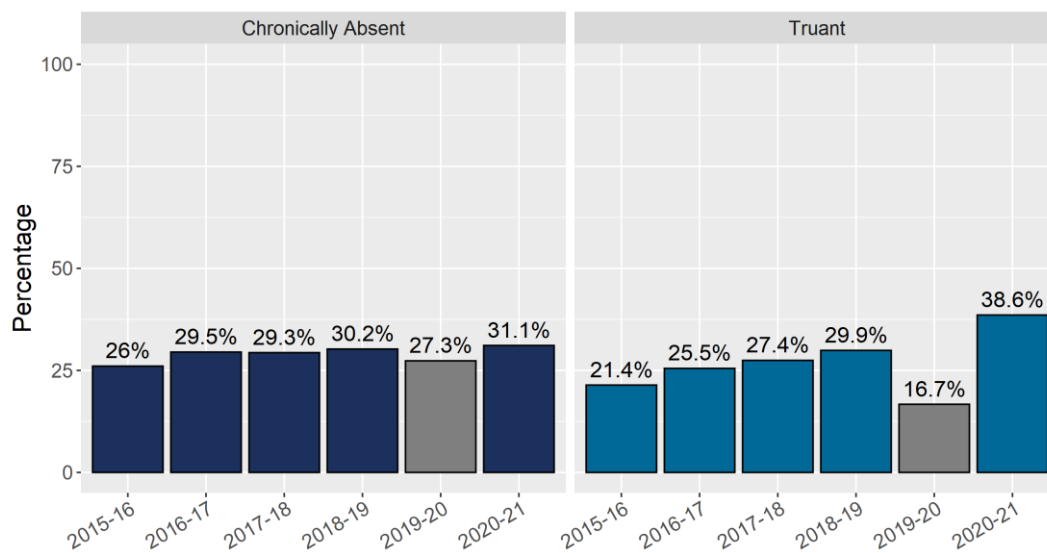
### 2020-21 in Focus

Figure 1 shows year-over-year chronic absenteeism and truancy since OSSE began collecting attendance data in the 2015-16 school year. After an initial increase in chronic absenteeism in the 2016-17 school year, chronic absenteeism has fluctuated between 29 and 32 percent. For the 2019-20 school year, due to the lack of validated attendance data after March 13, 2020, the cumulative end-of-year rates of chronic absenteeism and truancy do not include any data after March 13, and therefore the 2019-20 school year should not be compared to end-of-year rates in prior and subsequent years.

As shown in Figures 2 and 3, because absenteeism tends to increase in the final months of school for many students,<sup>18</sup> the rate of chronic absenteeism for the 2019-20 school year shown in Figure 1 is likely lower than what it would have been with a full academic year of traditional in-person instruction and attendance. Similarly, if truancy had followed the trends observed in prior years, truancy would have increased in the final months of school, as a cumulative count of 10 or more unexcused absences. Instead, as Figure 1 shows, after a steady increase of two to four percentage points in truancy each year since the 2015-16 school year, truancy appears to be lower in the truncated 2019-20 school year.

In the 2020-21 school year, chronic absenteeism increased to 31 percent, about a point higher than the last full year of data in 2018-19. Truancy increased dramatically in the 2020-21 school year to a five-year high of nearly 39 percent.

*Figure 1: State-level rates of Truancy and Chronic Absenteeism*



\*Data for 2019-20 is only through March 13th. Data for 2020-21 includes both learning environments.

<sup>18</sup> [osse.dc.gov/publication/dc-attendance-report-2018-19-school-year](https://osse.dc.gov/publication/dc-attendance-report-2018-19-school-year)

## Chronic Absenteeism and Truancy Rates by Month

Figure 2 shows the cumulative rate of chronic absenteeism for the past four school years.<sup>19</sup> This means that the rates shown in each month are inclusive of all instructional days from the start of school through the end of that month. For a majority of the 2020-21 school year, chronic absenteeism was lower than it had been in previous years but climbed by the end of the school year. By May 2021, chronic absenteeism had increased to 28.3 percent, higher than was observed in prior years in which attendance was collected for the full school year. It is uncertain what chronic absenteeism rates would have been by the end of the 2019-20 school year. However, by the end of the 2020-21 school year, chronic absenteeism was nearly a percentage point higher than it had been at the end of the 2018-19 school year.

Figure 2: State-level rates of Cumulative Chronic Absenteeism, by Month

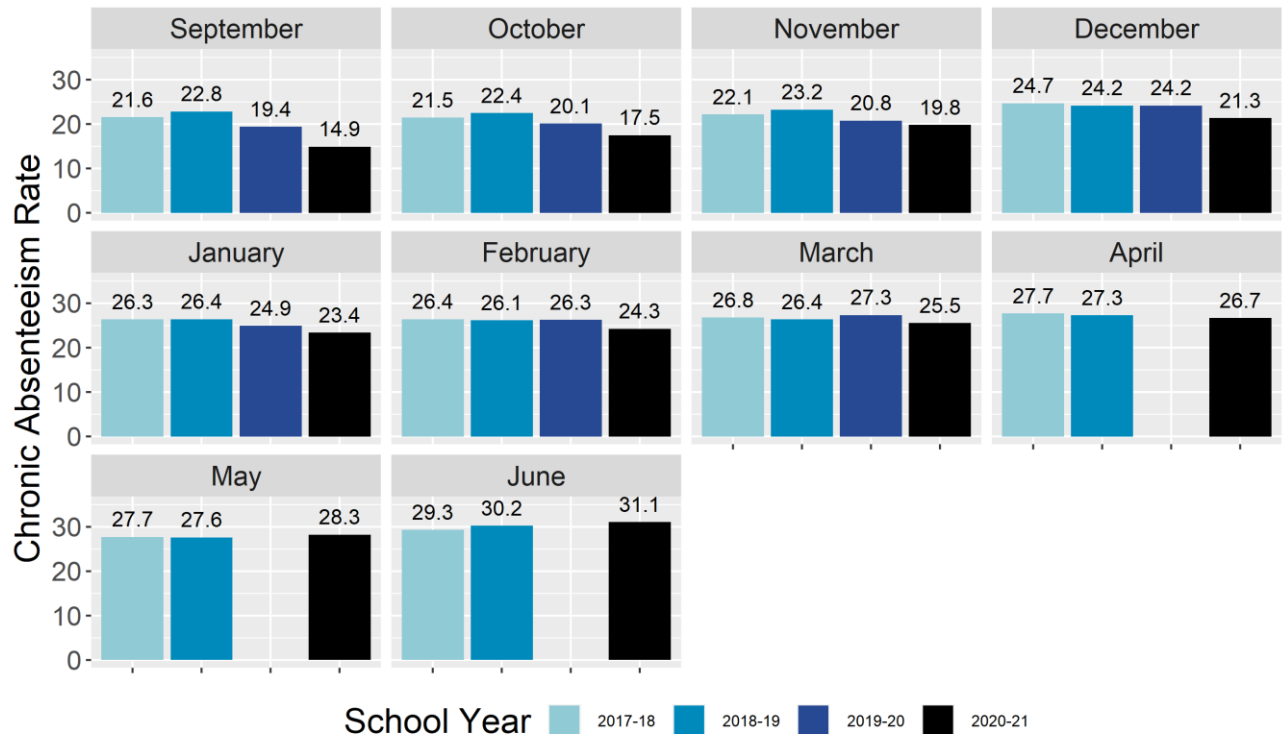
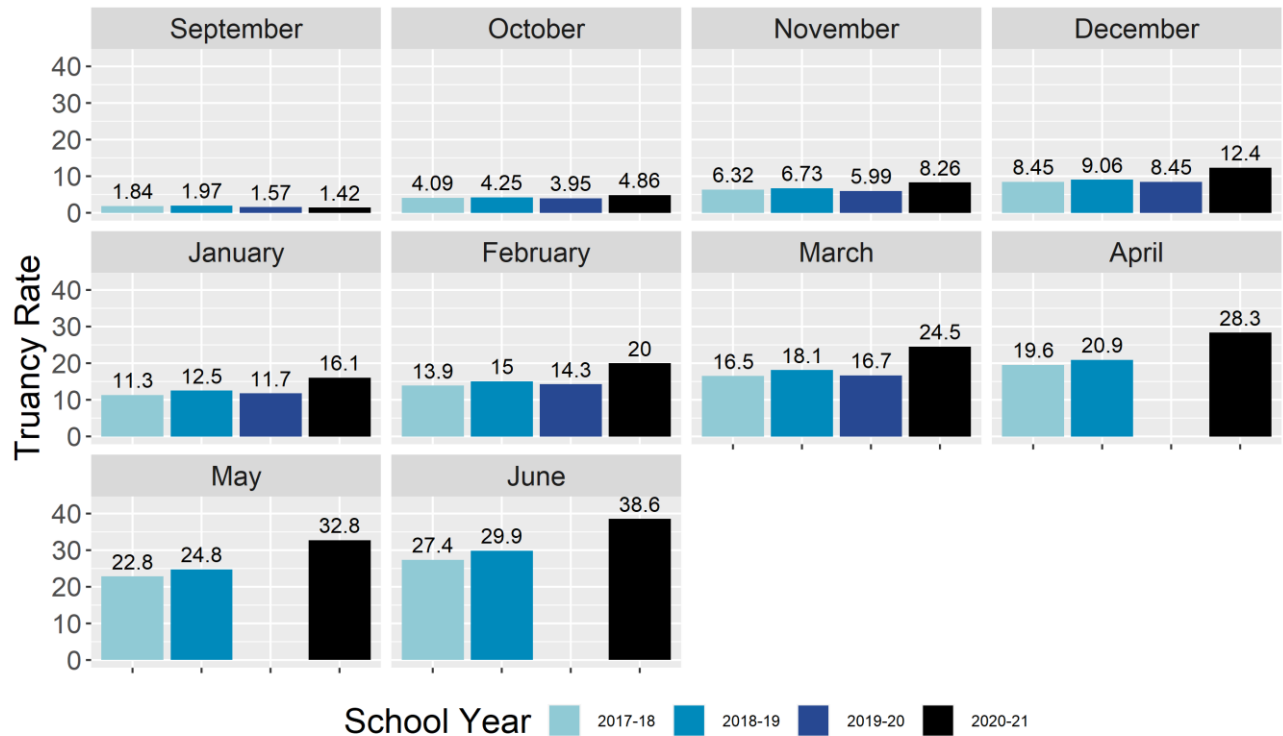


Figure 3 shows the cumulative rates of truancy by month for the past four school years. Levels of truancy in the 2019-20 school year reached 16.7 percent by mid-March 2020, and the truancy would have likely approached 30 percent as it did in the 2018-19 school year, due to the pattern it followed in prior months. In the 2020-21 school year, truancy exceeded what it had been in previous school years by November, and the

<sup>19</sup> The cut-off date for attendance in the 2019-20 school year was March 13.

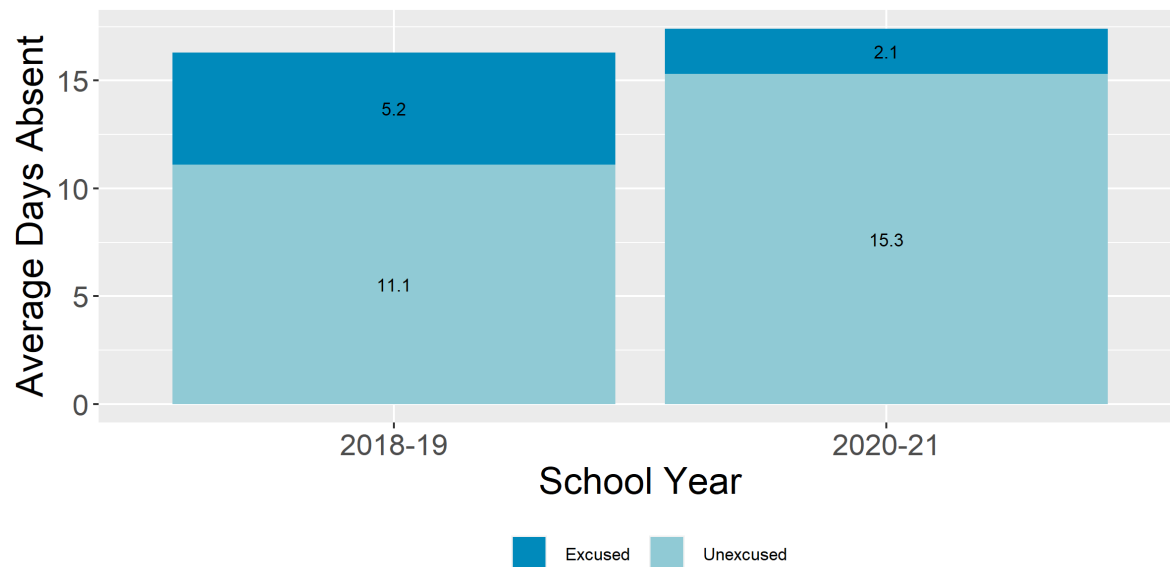
gap between 2020-21 and previous years continued to grow until it reached nearly 39 percent by the end of the school year.

Figure 3: State-level rates of Cumulative Truancy, by Month



While Figures 1 and 3 illustrate an increasing trend in truancy rates, Figure 4 provides additional context. While truancy increased significantly, the total number of overall absences remained about the same. Figure 4 shows an average of days missed by compulsory-age students in the 2018-19 school year compared to the average in the 2020-21 school year. This illustrates that the portion of absences that were unexcused in the 2020-21 school year increased substantially, when compared to the portion of absences that were unexcused in 2018-19. This is evidence of a shift of excused absences to unexcused absences that resulted in chronic absenteeism only increasing slightly, and truancy increasing significantly. Among an average of 16.3 days missed per compulsory age student in 2018-19, 11.1 days were unexcused. In the 2020-21 school year, the 15.3 out of 17.4 missed days were unexcused.

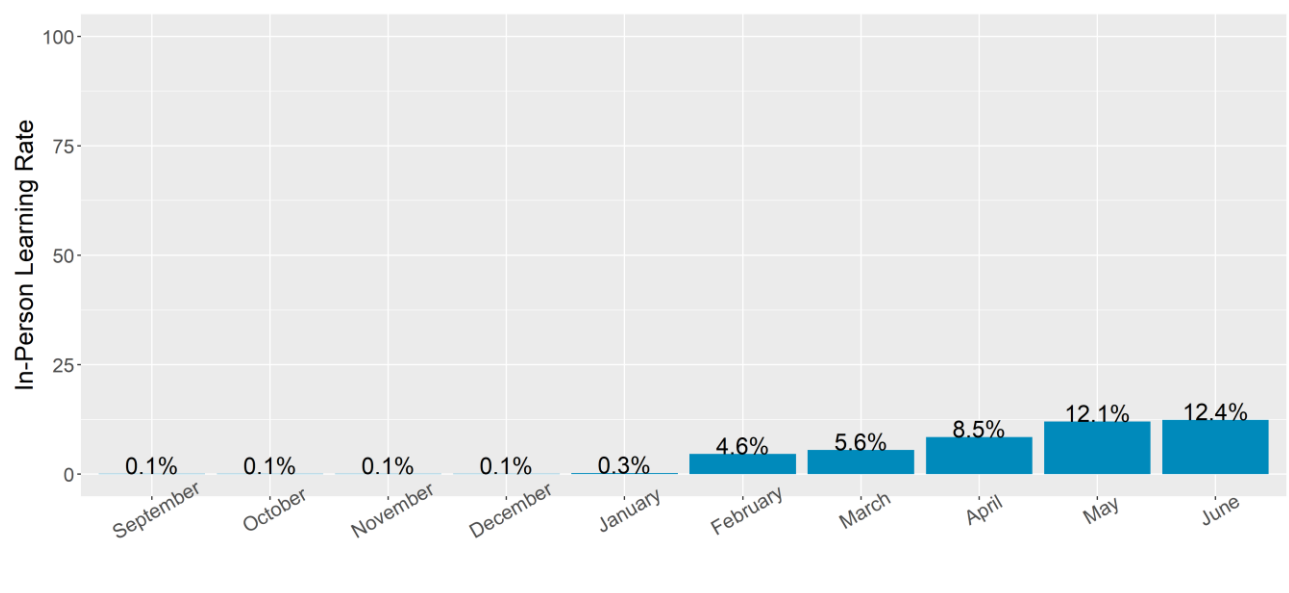
Figure 4: Average Days Absent per Compulsory Age Student, by Absence Type



## In-Person Learning Rates by Month

Due to the continued risk and effects of the COVID-19 pandemic, schools provided both in-person and distance learning; however, most instruction was delivered through distance learning throughout the 2020-21 school year. Figure 5 shows the state-wide average of in-person learning time (the percentage of instructional days in a month that were reported as in-person) from September 2020 through June 2021. Before February 2021, in-person learning rates were below one percent, then steadily increased to 12 percent by May 2021. Consistent with the priority of getting our youngest learners back learning in-person during the 2020-21 school year, K-2 students had the largest percentage of in-person learning time at 8 percent (see Table D.3 in Appendix D for a breakdown of in-person learning rates by grade band).

Figure 5: School Year 2020-21 State-level rates of In-Person Learning Time, by Month



## In-Seat Attendance Rates by Learning Environment

To better understand how student experiences varied across student groups, Figures 6 through 9 compare the average in-seat attendance rates during in-person and distance learning across all grade levels, races and ethnicities, special populations, and wards of the school. Throughout this section, “in-seat attendance” and “attendance rates” are used interchangeably. In the 2020-21 school year, attendance rates were nearly the same across learning environments, with 89.9 percent for in-person learning and 89.4 percent for distance learning. Yet, it’s important to note that less than 5 percent of all learning occurred in-person in the 2020-21 school year. In-person student group attendance rates vary by 43 percentage points: students who were overage for their grade level in high school reported the lowest rate of in-person attendance (54 percent), while the highest rates of in-person attendance were by students whose school was in Ward 3 (97 percent) and white students (97 percent). This pattern repeated itself for distance learning attendance rates, where overage students have the lowest attendance rates in distance learning (68 percent) and students whose school was in Ward 3 and white students have the highest attendance rates in distance learning (96 percent). The difference in distance learning attendance rates for these two groups is 28 percentage points, which is significantly lower than the 43-percentage point difference overage high school students and Ward 3 students experienced with in-person attendance.

Figures 6 through 9 report the average attendance rates for both learning environments. For student groups who have different attendance rates by learning environment, blue markers identify in-person attendance rates and purple markers identify distance learning attendance rates. The bars between markers identify which learning environment has the higher average attendance rate: if attendance rates were greater in person than distance learning, the bar is gray; if distance learning attendance rates are greater than in-person rates, the bar is orange. For student groups whose in-seat attendance rates were the same for both learning environments, in-seat attendance rates are identified with a black marker.

Figure 6 compares attendance rates by learning environment, disaggregated by grade band. For the youngest students in grades K-2, in-person attendance rates are higher than their distance learning attendance rates, but as students get older, this pattern slowly reverses. High school students attended remotely at a rate of 85 percent, compared to 70 percent for in-person learning.

Figure 6: School Year 2020-21 State-level rates of In-Seat Attendance by Learning Environment, by Grade Band

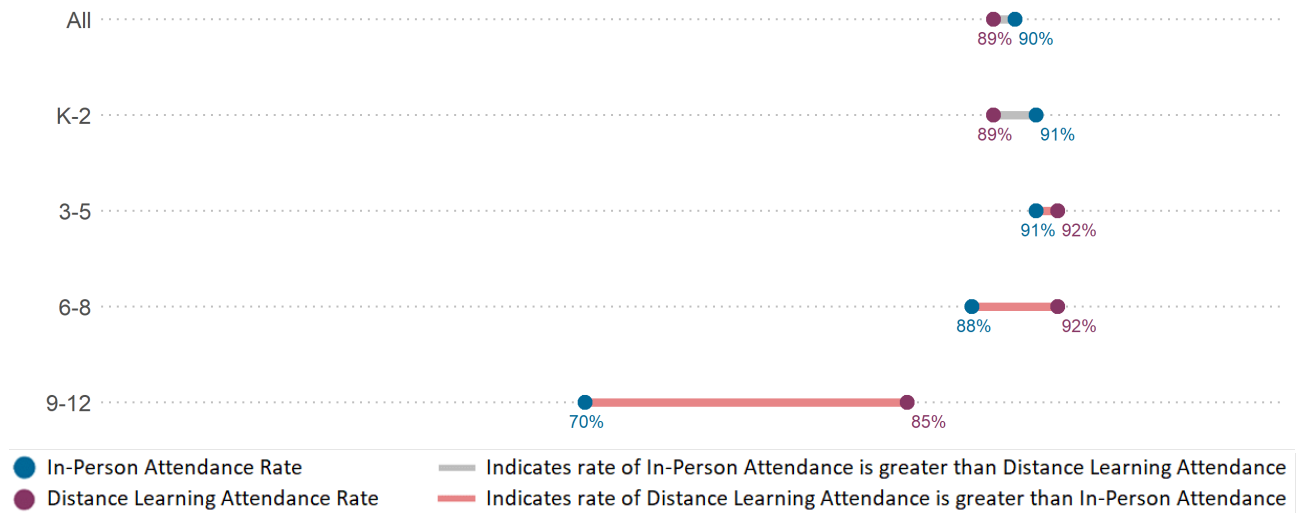


Figure 7 shows that for most students, when considering ward of school, there are only minor differences between their in-person and distance learning attendance rates. Additionally, students in most wards had higher rates of in-person attendance. The most notable exception is for schools in Ward 7, where students' in-person attendance rates were 76 percent, but 84 percent with distance learning.

Figure 7: School Year 2020-21 State-level rates of In-Seat Attendance by Learning Environment, by School Ward

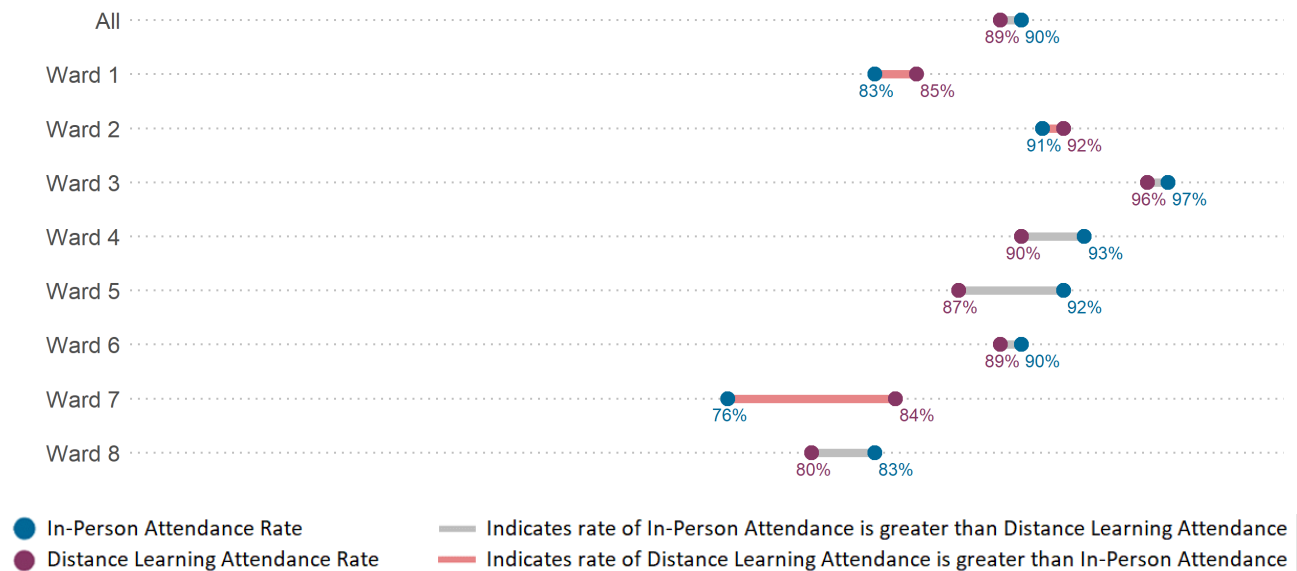
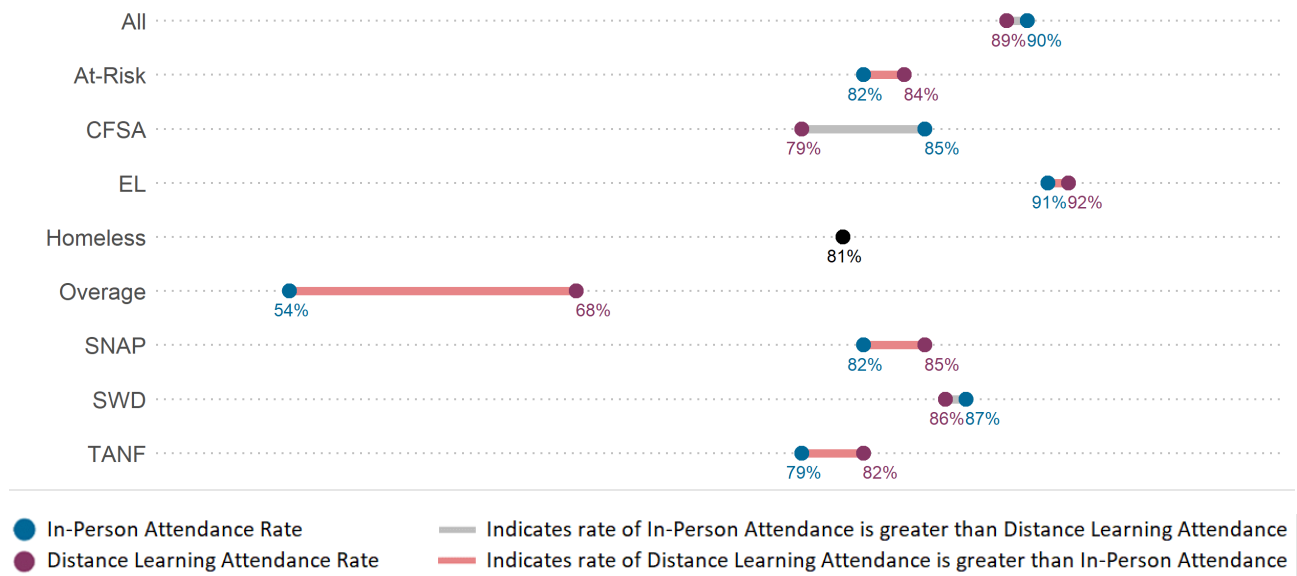




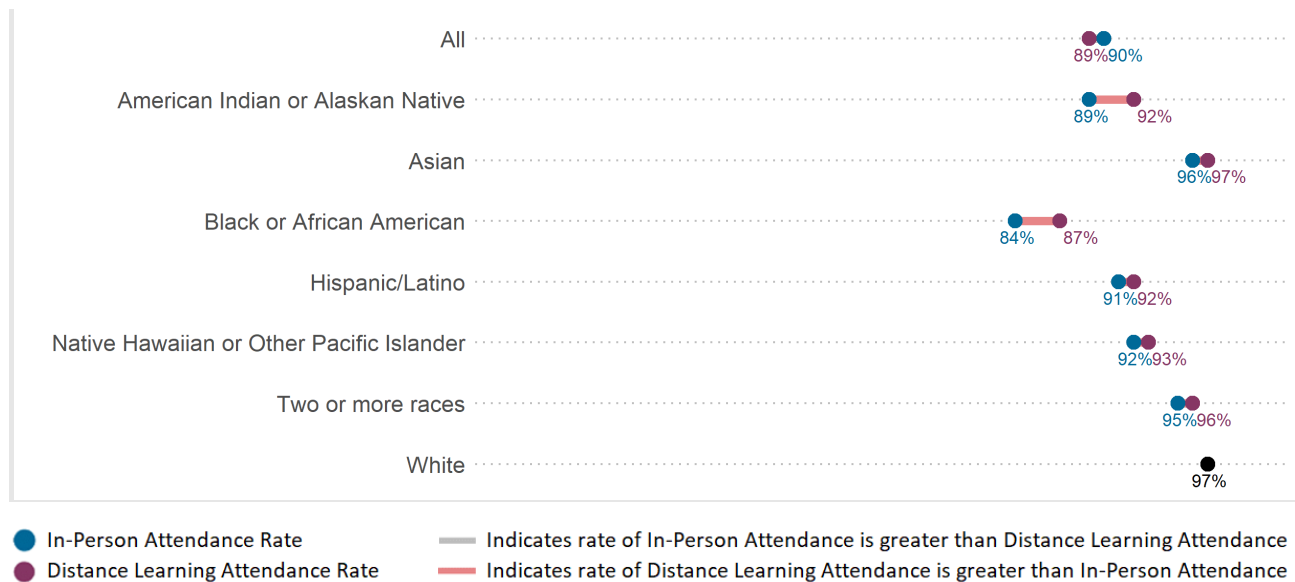
Figure 8 shows that students who are overage in high school have the lowest rate of in-person attendance of all student groups. Even though their distance learning attendance rate is also the lowest, overage high school student's distance learning attendance rate is 14 percentage points higher than their in-person attendance rate. Apart from English learners, all students identified as part of vulnerable student groups (as categorized below) have attendance rates below the District overall rate of 89 percent.

Figure 8: School Year 2020-21 State-level rates of In-Seat Attendance by Learning Environment, by Student Group



In the comparison of in-person and distance learning attendance rates by race and ethnicity shown in figure 9, for most groups, race and ethnicity do not have a strong bearing on differences in attendance rates by learning environment. Students who identify as Black or African American report a 3 percentage-point attendance rate improvement in the distance learning environment. Students who identify as American Indian or Alaska Native have higher attendance rates in the distance learning environment, as well, but given their small representation in the sample, it is not possible to determine if this variation is meaningful.

Figure 9: School Year 2020-21 State-level rates of In-Seal Attendance by Learning Environment, by Race and Ethnicity



## 2020-21 Populations in Focus

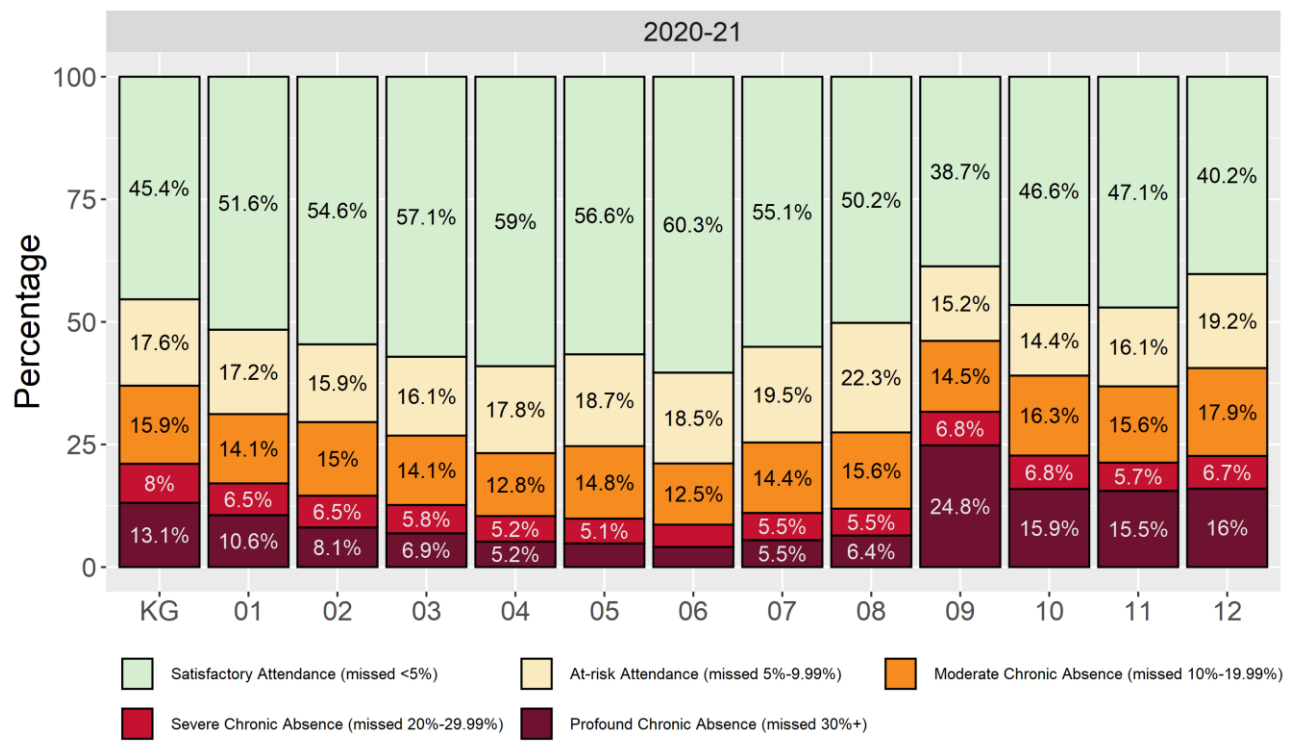
### Grade Level

As observed in prior analyses of attendance, absenteeism in the 2020-21 school year tends to decline during elementary school, and then rise in middle and high school. Between kindergarten and fifth grade, satisfactory attendance increased from 45 percent to 57 percent. Throughout middle school, satisfactory attendance drops a few percentage points across each grade level. By ninth grade, as found in prior annual attendance reports, satisfactory attendance falls significantly to 39 percent. Among all grade levels, ninth grade students report the highest levels of chronic absenteeism in the District: in the 2020-21 school year, more than 48 percent of ninth grade students were chronically absent.

While high school students have higher levels of chronic absenteeism than other students, in the 2020-21 school year, the difference between grade bands narrowed. For reference, in the 2018-19 school year, high school students were 4.8 times as likely to be chronically absent as younger students after accounting for

other demographics, but in school year 2020-21, high school students were only 1.6 times as likely to be chronically absent.

Figure 10: Absenteeism Risk Tiers, by Grade



## Student Groups

Students who were considered at-risk were 3.7 times more likely to be chronically absent than their peers after accounting for other characteristics such as gender, race, ethnicity, and other indicators of economic and educational status (see Table E.1 in Appendix E for all indicators included in this logistic regression model). If a student attended multiple schools in the school year, they were nearly twice as likely to be chronically absent than those who only attended one school. High school students who were at least a year older than the expected age for their grade were nearly 4.4 times more likely to be chronically absent than high school students who were not overage when holding other indicators constant.

Consistent with prior years, Black or African American and Hispanic or Latino students were more likely to be truant than other students when after accounting for students' gender and other indicators of economic and educational status (see Table E.3 in Appendix E for all indicators included in this logistic regression model). Black or African American students were also four times more likely to be truant than students who were not Black or African American, and Hispanic or Latino students were nearly three times more likely to be truant than non-Hispanic/Latino students.

## Conclusion

Across the District, students experienced different types of learning environments in the 2020-21 school year. Overall, truancy increased substantially when compared to prior years. The average number of days missed by compulsory age students, however, only increased slightly, while unexcused absences as a share of all absences increased. Despite these citywide levels of absenteeism and truancy, 26 schools have successfully reduced chronic absenteeism and truancy; see Appendix A for school-level analysis of these indicators. High schools, which typically have the highest rates of absenteeism, generally saw improvements in attendance outcomes. In addition, student groups vary in their absenteeism and truancy rates (see Appendix C for analyses of chronic absenteeism and truancy by disability status, at-risk status, SNAP and TANF eligibility, CFSA, homeless, English learner, and overage status).

While high school students had higher levels of chronic absenteeism than other students in the 2020-21 school year, the difference between grade bands narrowed when compared to prior school years. Distance learning helped to improve attendance outcomes for high school students, but the transition from middle school to high school still represented an inflection point at which attendance rates decreased. Students who were considered at-risk also experienced higher levels of chronic absenteeism.

While most learning in the District occurred remotely in the 2020-21 school year, attendance outcomes varied among student groups with regard to learning environment. Across all student groups, attendance was 89.9 percent for in-person learning and 89.4 percent for distance learning environments. Across all student groups, attendance was 89.9 percent for in-person learning and 89.4 percent for distance learning environments; more than 95 percent of school days were held remotely. Of note, however, is that most in-person learning occurred in the spring when students have historically been more likely to be absent. For middle and high school students, attendance rates were higher in the distance learning environment; for younger learners, attendance rates were higher in the in-person learning environment. However, which students returned to in-person learning environments may have impacted these numbers, as families often had the choice of whether to return or remain in distance learning.

Drawing conclusions from the 2020-21 school year attendance data presents challenges for a variety of reasons: distance learning carries a different requirement on a student than in-person attendance, and selection of students into in-person schooling was not random, but based on LEA policies and familial choices. While this report finds improvement in attendance rates for high school students and a reduction in attendance rates for students considered at-risk compared to prior years of data, the usual correlations between attendance and learning outcomes are particularly unclear for this school year due to data challenges.

## Appendix A: School-Level Rates of Chronic Absenteeism and Truancy<sup>20</sup>

School	% Chronically Absent, 2018-19 (K-12)	% Chronically Absent, 2020-21 (K-12)	% Truant, 2018-19 (Compulsory Age)	% Truant, 2020-21 (Compulsory Age)
Achievement Preparatory Academy				
PCS - Wahler Place Elementary School	33.8%	58.3%	44.2%	75.9%
Aiton Elementary School	35.1%	51.2%	40.5%	73.8%
Amidon-Bowen Elementary School	21.5%	19.6%	21.5%	32.3%
Anacostia High School	90.8%	76.3%	84.8%	84.6%
AppleTree Early Learning Center PCS - Columbia Heights	N/A	N/A	N/A	N/A
AppleTree Early Learning Center PCS - Douglas Knoll	N/A	N/A	N/A	N/A
AppleTree Early Learning Center PCS - Lincoln Park	N/A	N/A	N/A	N/A
AppleTree Early Learning Center PCS - Oklahoma Avenue	N/A	N/A	N/A	N/A
AppleTree Early Learning Center PCS - Parklands at THEARC	N/A	N/A	N/A	N/A
AppleTree Early Learning Center PCS - Southwest	N/A	N/A	N/A	N/A
BASIS DC PCS	11.4%	4.0%	5.9%	6.3%
Ballou High School	93.2%	66.9%	90.1%	75.2%
Ballou STAY High School	97.1%	98.9%	86.2%	76.5%
Bancroft Elementary School	3.5%	8.5%	4.2%	14.4%
Bard High School Early College DC (Bard DC)	N/A	8.6%	N/A	20.0%
Barnard Elementary School	14.1%	18.0%	5.6%	26.1%
Beers Elementary School	22.7%	34.0%	10.2%	48.3%
Benjamin Banneker High School	15.2%	1.4%	6.4%	3.5%
Breakthrough Montessori PCS	24.1%	42.1%	27.7%	45.3%
Brent Elementary School	1.6%	3.8%	1.9%	5.3%
Bridges PCS	20.3%	44.7%	12.4%	54.6%
Brightwood Education Campus	15.0%	13.5%	15.3%	21.9%
Brookland Middle School	38.9%	10.9%	17.0%	17.3%

<sup>20</sup> This table compares chronic absenteeism and truancy in 2020-21 to 2018-19, which is that last school year in which OSSE collected attendance for the full academic year. Attendance in the 2019-20 school year was only collected through March 13, 2020 due to the COVID-19 emergency.

School	% Chronically Absent, 2018-19 (K-12)	% Chronically Absent, 2020-21 (K-12)	% Truant, 2018-19 (Compulsory Age)	% Truant, 2020-21 (Compulsory Age)
Browne Education Campus	35.9%	20.8%	29.2%	36.3%
Bruce-Monroe Elementary School @ Park View	8.9%	16.9%	5.5%	29.0%
Bunker Hill Elementary School	23.6%	26.4%	17.8%	25.0%
Burroughs Elementary School	18.5%	23.8%	23.8%	33.7%
Burrville Elementary School	26.3%	63.3%	29.5%	79.5%
C.W. Harris Elementary School	31.9%	34.0%	34.0%	48.8%
Capital City PCS - High School	31.8%	23.9%	22.4%	34.2%
Capital City PCS - Lower School	17.9%	16.4%	12.3%	15.6%
Capital City PCS - Middle School	17.2%	17.2%	13.1%	26.5%
Capital Village PCS	N/A	30.8%	N/A	25.0%
Capitol Hill Montessori School @ Logan	10.4%	17.1%	15.4%	36.5%
Cardozo Education Campus	79.1%	52.3%	74.3%	66.4%
Cedar Tree Academy PCS	18.8%	36.3%	15.2%	53.7%
Center City PCS - Brightwood	1.8%	1.8%	0.5%	7.3%
Center City PCS - Capitol Hill	23.4%	39.0%	9.0%	54.0%
Center City PCS - Congress Heights	17.0%	19.3%	34.4%	27.8%
Center City PCS - Petworth	14.8%	18.9%	18.1%	33.0%
Center City PCS - Shaw	17.4%	34.2%	17.0%	50.8%
Center City PCS - Trinidad	29.5%	26.0%	45.9%	49.5%
Cesar Chavez Public Charter Schools for Public Policy	37.4%	28.5%	25.4%	30.0%
Cleveland Elementary School	16.2%	23.9%	18.3%	44.4%
Columbia Heights Education Campus	46.4%	40.8%	44.0%	51.0%
Coolidge High School	70.2%	61.3%	64.5%	71.1%
Creative Minds International PCS	17.7%	14.3%	3.1%	23.1%
DC Bilingual PCS	6.8%	38.6%	11.7%	57.5%
DC Prep PCS - Anacostia Elementary School	30.2%	52.5%	31.6%	63.1%
DC Prep PCS - Anacostia Middle School	N/A	21.8%	N/A	35.9%
DC Prep PCS - Benning Elementary School	25.2%	52.2%	42.1%	62.8%
DC Prep PCS - Benning Middle School	18.0%	25.0%	28.8%	42.0%
DC Prep PCS - Edgewood Elementary School	16.3%	28.1%	25.7%	43.0%
DC Prep PCS - Edgewood Middle School	15.8%	19.3%	31.5%	36.5%
DC Scholars PCS	27.6%	34.3%	47.6%	50.7%
Deal Middle School	10.3%	4.4%	5.1%	9.8%

School	% Chronically Absent, 2018-19 (K-12)	% Chronically Absent, 2020-21 (K-12)	% Truant, 2018-19 (Compulsory Age)	% Truant, 2020-21 (Compulsory Age)
Digital Pioneers Academy PCS	33.1%	15.4%	4.0%	27.0%
District of Columbia International School	17.7%	3.2%	4.1%	2.0%
Dorothy I. Height Elementary School	20.2%	20.4%	14.3%	32.2%
Drew Elementary School	27.3%	63.0%	29.5%	73.5%
Duke Ellington School of the Arts	57.4%	27.7%	59.3%	43.6%
Dunbar High School	93.3%	69.6%	91.2%	77.8%
E.L. Haynes PCS - Elementary School	14.7%	18.1%	19.3%	32.7%
E.L. Haynes PCS - High School	40.8%	43.6%	34.5%	59.7%
E.L. Haynes PCS - Middle School	16.2%	28.9%	15.0%	47.9%
Eagle Academy PCS - Capitol Riverfront	37.8%	50.9%	27.0%	43.0%
Eagle Academy PCS - Congress Heights	39.2%	66.5%	8.1%	38.0%
Early Childhood Academy PCS	28.1%	43.5%	43.8%	49.7%
Eastern High School	85.3%	56.1%	83.1%	68.2%
Eaton Elementary School	2.4%	5.3%	0.0%	7.0%
Eliot-Hine Middle School	56.2%	29.7%	55.5%	53.8%
Elsie Whitlow Stokes Community Freedom PCS - Brookland	6.9%	12.5%	6.2%	18.3%
Elsie Whitlow Stokes Community Freedom PCS - East End	10.3%	12.9%	5.1%	22.6%
Excel Academy	37.3%	25.9%	53.3%	31.1%
Friendship PCS - Armstrong Elementary	33.6%	32.6%	8.3%	37.2%
Friendship PCS - Armstrong Middle	N/A	32.7%	N/A	34.1%
Friendship PCS - Blow Pierce Elementary	26.1%	42.6%	31.2%	61.8%
Friendship PCS - Blow Pierce Middle	18.0%	36.1%	27.6%	44.9%
Friendship PCS - Chamberlain Elementary	25.7%	31.5%	28.9%	28.7%
Friendship PCS - Chamberlain Middle	18.7%	29.7%	33.3%	28.1%
Friendship PCS - Collegiate Academy	26.3%	27.9%	6.8%	41.1%
Friendship PCS - Ideal Elementary	N/A	50.0%	N/A	26.7%
Friendship PCS - Ideal Middle	N/A	37.1%	N/A	22.6%
Friendship PCS - Online	2.9%	2.3%	0.0%	3.0%
Friendship PCS - Southeast Elementary	20.8%	43.3%	31.4%	54.2%
Friendship PCS - Southeast Middle	6.1%	40.4%	19.4%	60.2%
Friendship PCS - Technology Preparatory High School	25.3%	19.4%	16.3%	23.8%

School	% Chronically Absent, 2018-19 (K-12)	% Chronically Absent, 2020-21 (K-12)	% Truant, 2018-19 (Compulsory Age)	% Truant, 2020-21 (Compulsory Age)
Friendship PCS - Woodridge International Elementary	10.7%	19.1%	24.5%	30.8%
Friendship PCS - Woodridge International Middle	7.0%	30.3%	14.0%	41.0%
Garfield Elementary School	26.6%	52.6%	21.9%	69.5%
Garrison Elementary School	14.3%	39.0%	9.7%	55.1%
Girls Global Academy PCS	N/A	22.9%	N/A	28.6%
Goodwill Excel Center PCS	93.5%	83.3%	56.8%	35.7%
H.D. Cooke Elementary School	19.7%	22.7%	23.9%	44.5%
H.D. Woodson High School	87.9%	72.2%	86.0%	81.0%
Hardy Middle School	13.4%	11.4%	2.7%	24.9%
Harmony DC PCS - School of Excellence	42.0%	41.2%	39.5%	48.7%
Hart Middle School	36.6%	35.5%	28.5%	54.6%
Hearst Elementary School	5.9%	5.4%	1.7%	6.8%
Hendley Elementary School	40.7%	65.8%	49.2%	82.0%
Hope Community PCS - Lamond	18.6%	41.5%	20.7%	48.3%
Hope Community PCS - Tolson	25.9%	52.9%	29.0%	65.3%
Houston Elementary School	23.9%	49.0%	29.2%	62.6%
Howard University Middle School of Mathematics and Science PCS	23.8%	27.8%	42.0%	59.1%
Hyde-Addison Elementary School	6.9%	11.7%	4.1%	19.9%
I Dream PCS	N/A	80.8%	N/A	82.1%
IDEA PCS	54.8%	38.4%	34.8%	48.5%
Ida B. Wells Middle School	N/A	17.1%	N/A	24.7%
Ingenuity Prep PCS	48.8%	38.9%	59.1%	58.4%
Inspired Teaching Demonstration PCS	8.4%	18.2%	8.4%	22.9%
J.O. Wilson Elementary School	22.8%	30.9%	31.8%	49.9%
Janney Elementary School	1.9%	3.0%	0.7%	3.1%
Jefferson Middle School Academy	34.2%	25.7%	42.7%	48.6%
Johnson Middle School	57.9%	44.5%	70.1%	65.7%
KIPP DC - AIM Academy PCS	29.2%	28.8%	55.3%	41.6%
KIPP DC - Arts and Technology Academy PCS	28.4%	46.1%	51.5%	51.0%
KIPP DC - College Preparatory PCS	33.5%	44.8%	50.3%	29.9%
KIPP DC - Connect Academy PCS	19.8%	30.5%	45.3%	37.1%
KIPP DC - Discover Academy PCS	30.8%	41.4%	60.0%	46.2%
KIPP DC - Grow Academy PCS	29.5%	30.1%	46.7%	43.7%
KIPP DC - Heights Academy PCS	29.8%	45.5%	47.0%	54.3%
KIPP DC - Honor Academy PCS	N/A	22.0%	N/A	32.5%



School	% Chronically Absent, 2018-19 (K-12)	% Chronically Absent, 2020-21 (K-12)	% Truant, 2018-19 (Compulsory Age)	% Truant, 2020-21 (Compulsory Age)
KIPP DC - KEY Academy PCS	15.8%	36.3%	36.1%	53.3%
KIPP DC - LEAP Academy PCS	N/A	N/A	N/A	N/A
KIPP DC - Lead Academy PCS	24.6%	29.7%	44.9%	40.0%
KIPP DC - Northeast Academy PCS	31.8%	63.3%	50.5%	24.1%
KIPP DC - Promise Academy PCS	23.2%	37.2%	49.4%	47.7%
KIPP DC - Quest Academy PCS	28.4%	33.1%	46.9%	43.8%
KIPP DC - Somerset College Preparatory PCS	N/A	63.6%	N/A	28.3%
KIPP DC - Spring Academy PCS	23.3%	21.3%	43.8%	26.6%
KIPP DC - Valor Academy PCS	18.8%	25.0%	33.2%	28.0%
KIPP DC - WILL Academy PCS	18.6%	25.5%	37.4%	43.8%
Kelly Miller Middle School	56.0%	57.9%	66.1%	78.2%
Ketcham Elementary School	41.6%	53.0%	49.0%	70.4%
Key Elementary School	3.8%	9.4%	0.8%	13.0%
Kimball Elementary School	32.1%	62.2%	12.1%	79.7%
King Elementary School	49.8%	45.7%	59.5%	59.7%
Kingsman Academy PCS	80.3%	73.4%	28.8%	22.6%
Kramer Middle School	77.2%	71.3%	82.3%	89.0%
LaSalle-Backus Education Campus	21.2%	28.6%	20.7%	36.5%
Lafayette Elementary School	3.9%	6.7%	0.0%	15.2%
Langdon Elementary School	26.5%	29.5%	22.7%	48.8%
Langley Elementary School	27.2%	45.1%	34.8%	64.7%
Latin American Montessori Bilingual PCS	10.6%	9.3%	17.4%	20.2%
Lawrence E. Boone Elementary School	23.2%	50.1%	31.9%	67.4%
Leckie Education Campus	28.2%	46.4%	34.5%	64.6%
Lee Montessori PCS - Brookland	8.1%	15.9%	12.9%	26.1%
Lee Montessori PCS - East End	N/A	70.8%	N/A	66.7%
Ludlow-Taylor Elementary School	9.9%	29.0%	6.3%	45.4%
Luke C. Moore High School	88.2%	98.4%	78.8%	76.4%
MacFarland Middle School	18.3%	33.0%	23.3%	48.0%
Malcolm X Elementary School @ Green	39.6%	71.9%	45.3%	87.0%
Mann Elementary School	2.9%	6.6%	0.3%	12.5%
Marie Reed Elementary School	14.8%	15.4%	10.6%	25.3%
Mary McLeod Bethune Day Academy PCS	30.2%	38.3%	12.0%	23.2%
Maury Elementary School	5.3%	6.0%	4.4%	10.3%
Maya Angelou PCS - High School	86.0%	72.0%	37.5%	51.8%
McKinley Middle School	76.1%	22.3%	85.7%	41.8%

School	% Chronically Absent, 2018-19 (K-12)	% Chronically Absent, 2020-21 (K-12)	% Truant, 2018-19 (Compulsory Age)	% Truant, 2020-21 (Compulsory Age)
McKinley Technology High School	44.7%	7.4%	49.9%	17.2%
Meridian PCS	23.3%	28.8%	26.2%	19.7%
Miner Elementary School	26.8%	40.8%	27.8%	56.2%
Monument Academy PCS	54.0%	48.5%	47.5%	67.3%
Moten Elementary School	41.3%	47.1%	49.1%	63.8%
Mundo Verde Bilingual PCS - Calle Ocho	N/A	13.2%	N/A	27.6%
Mundo Verde Bilingual PCS - J.F. Cook	6.7%	20.8%	3.9%	27.4%
Murch Elementary School	4.0%	3.5%	1.7%	5.3%
Nalle Elementary School	9.6%	54.8%	14.1%	73.9%
Noyes Elementary School	20.5%	45.6%	8.1%	50.0%
Oyster-Adams Bilingual School	6.1%	2.1%	2.5%	2.6%
Patterson Elementary School	42.6%	65.4%	50.0%	78.7%
Paul PCS - International High School	36.0%	46.1%	17.5%	26.0%
Paul PCS - Middle School	13.2%	18.5%	9.0%	17.0%
Payne Elementary School	28.0%	22.5%	35.4%	32.9%
Peabody Elementary School (Capitol Hill Cluster)	5.6%	14.6%	6.7%	38.9%
Perry Street Preparatory PCS	21.5%	26.8%	5.9%	25.3%
Phelps Architecture, Construction and Engineering High School	63.2%	12.4%	61.4%	19.6%
Plummer Elementary School	30.6%	62.6%	36.0%	72.3%
Powell Elementary School	8.6%	12.3%	6.2%	27.4%
Randle Highlands Elementary School	10.7%	52.4%	3.7%	73.6%
Raymond Education Campus	13.7%	34.9%	11.5%	54.1%
Richard Wright PCS for Journalism and Media Arts	13.2%	20.3%	5.4%	14.8%
River Terrace Education Campus	44.1%	50.0%	43.1%	66.7%
Rocketship PCS - Infinity Community Prep	N/A	44.8%	N/A	40.2%
Rocketship PCS - Legacy Prep	29.4%	52.4%	28.1%	67.0%
Rocketship PCS - Rise Academy	18.6%	60.3%	13.3%	71.1%
Ron Brown College Preparatory High School	73.2%	45.5%	76.7%	64.4%
Roosevelt High School	82.3%	53.8%	78.2%	64.0%
Roosevelt STAY High School	95.4%	94.1%	73.7%	72.2%
Roots PCS	32.9%	14.6%	0.0%	0.0%
Ross Elementary School	3.6%	1.9%	0.0%	2.5%
Savoy Elementary School	40.0%	83.0%	61.3%	94.2%

School	% Chronically Absent, 2018-19 (K-12)	% Chronically Absent, 2020-21 (K-12)	% Truant, 2018-19 (Compulsory Age)	% Truant, 2020-21 (Compulsory Age)
School Without Walls @ Francis-Stevens	11.1%	19.1%	7.5%	34.1%
School Without Walls High School	27.6%	2.5%	0.5%	0.8%
School-Within-School @ Goding	3.0%	4.2%	0.0%	8.7%
Seaton Elementary School	13.2%	16.4%	16.2%	23.6%
Sela PCS	16.2%	11.4%	38.2%	7.8%
Shepherd Elementary School	4.3%	9.2%	5.6%	20.6%
Shining Stars Montessori Academy PCS	8.2%	22.6%	20.9%	22.2%
Simon Elementary School	33.9%	55.0%	45.1%	69.7%
Smothers Elementary School	30.7%	58.2%	35.1%	73.4%
Social Justice PCS	N/A	42.3%	N/A	36.5%
Sousa Middle School	34.7%	20.0%	52.3%	31.9%
St. Coletta Special Education PCS	46.1%	63.9%	23.2%	60.9%
Stanton Elementary School	37.1%	56.0%	43.7%	74.2%
Statesmen College Preparatory Academy for Boys PCS	8.9%	11.8%	21.4%	16.7%
Stoddert Elementary School	8.8%	7.7%	1.7%	9.5%
Stuart-Hobson Middle School (Capitol Hill Cluster)	16.9%	14.9%	12.6%	27.7%
Takoma Education Campus	19.2%	37.5%	10.4%	53.4%
Thaddeus Stevens Early Learning Center	N/A	N/A	N/A	N/A
The Children's Guild DC PCS	55.7%	70.0%	65.5%	80.2%
The SEED PCS of Washington DC	13.8%	24.8%	7.1%	33.3%
The Sojourner Truth School PCS	N/A	29.3%	N/A	34.8%
Thomas Elementary School	44.3%	51.4%	50.6%	69.0%
Thomson Elementary School	4.9%	3.1%	4.2%	9.6%
Thurgood Marshall Academy PCS	25.9%	26.2%	21.2%	29.8%
Truesdell Education Campus	20.3%	16.8%	20.4%	27.2%
Tubman Elementary School	18.2%	36.3%	18.6%	46.0%
Turner Elementary School	43.0%	61.9%	64.3%	77.3%
Two Rivers PCS - 4th Street	16.8%	10.0%	17.0%	16.3%
Two Rivers PCS - Young Elementary School	11.3%	9.8%	12.1%	12.7%
Two Rivers PCS - Young Middle School	N/A	9.6%	N/A	17.3%
Tyler Elementary School	9.7%	26.2%	6.5%	33.6%
Van Ness Elementary School	16.3%	28.3%	14.9%	49.0%
Walker-Jones Education Campus	37.3%	28.5%	40.2%	42.8%
Washington Global PCS	13.7%	22.8%	4.6%	8.6%

School	% Chronically Absent, 2018-19 (K-12)	% Chronically Absent, 2020-21 (K-12)	% Truant, 2018-19 (Compulsory Age)	% Truant, 2020-21 (Compulsory Age)
Washington Latin PCS - Middle School	5.1%	5.5%	4.3%	11.7%
Washington Latin PCS - Upper School	18.8%	15.3%	9.3%	20.3%
Washington Leadership Academy PCS	34.1%	31.9%	39.9%	33.0%
Washington Yu Ying PCS	8.0%	11.9%	12.9%	24.9%
Watkins Elementary School (Capitol Hill Cluster)	4.2%	6.4%	2.9%	11.9%
West Education Campus	21.6%	18.0%	20.5%	24.4%
Wheatley Education Campus	29.1%	42.8%	36.2%	55.1%
Whittier Education Campus	22.5%	26.7%	25.2%	39.9%
Woodrow Wilson High School	46.4%	19.3%	36.7%	27.0%

## Appendix B: Data Methodology

Compulsory age refers to students who are between 5 and 17.99 years old as of Sept. 30 of the school year. Students who are of compulsory age but not enrolled in compulsory grades (e.g., pre-K 3 and pre-K 4) are included in the compulsory-age calculations.

Inclusion in the K-12 universe refers to students enrolled in grades K-12 during the school year, excluding pre-K students and students attending non-degree granting adult schools.

Truancy is defined as the accumulation of 10 or more full-day unexcused absences across all schools and LEAs in a given school year. Any unexcused absences a student receives on or after turning 18.0 years old will not count toward the accumulation of 10 or more unexcused absences in meeting the threshold for being designated as truant in the analysis.

Chronic absenteeism is defined as being absent – either excused or unexcused – for 10 percent or more of enrolled instructional days across all schools and LEAs in a given school year.

### Business Rules

#### I. State-level Truancy Rate

- a. Numerator: Number of compulsory-aged students who accumulate 10 or more full-day unexcused absences across the entire school year and across all schools and LEAs in which the student enrolled during the school year
- b. Denominator: Number of compulsory-aged students enrolled at schools in the state for at least 10 days during the school year

#### II. State-level Chronic Absenteeism Rate

- a. Numerator: Number of students who are absent (excused or unexcused) for 10 percent or more of the school days on which the student was enrolled across the entire school year and across all schools and LEAs in which the student was enrolled, and who was enrolled for at least 10 days during the school year
- b. Denominator: Number of students enrolled at schools in the state for at least 10 days during the school year

#### III. School-level Truancy Rate

- a. Numerator: Number of compulsory-aged students who accumulate 10 or more unexcused absences at each respective school during the school year
- b. Denominator: Number of compulsory-aged students enrolled at each respective school for at least 10 days during the school year

#### IV. School-level Chronic Absenteeism Rate

- a. Numerator: Number of students who are absent (excused or unexcused) for 10 percent or more of the school days on which the student was enrolled at each respective school during the school year, and who was enrolled for at least 10 days at that school during the school year
- b. Denominator: Number of students enrolled at each respective school for at least 10 days during the school year

## Appendix C: Additional Figures

Figure C.1: Chronic Absenteeism and Truancy, by Level of Special Education Services, School Year 2020-2021

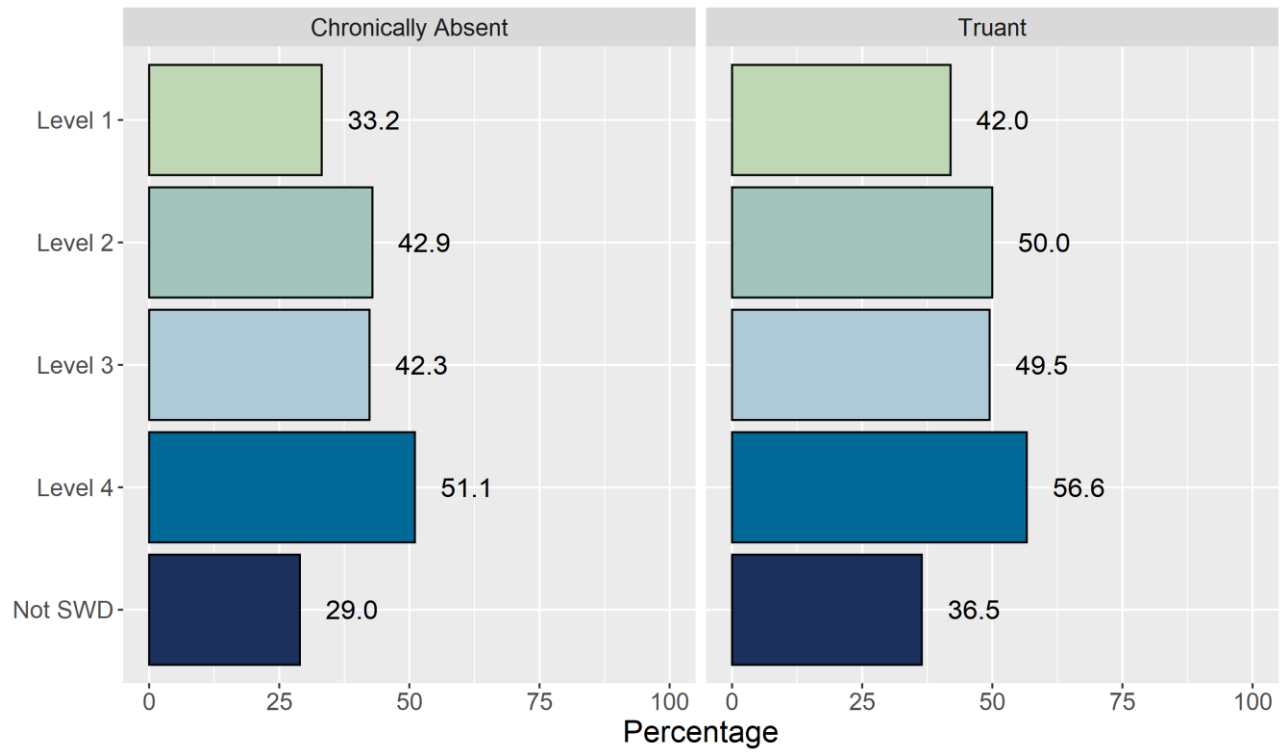


Figure C.2: Chronic Absenteeism and Truancy, by At-Risk Status

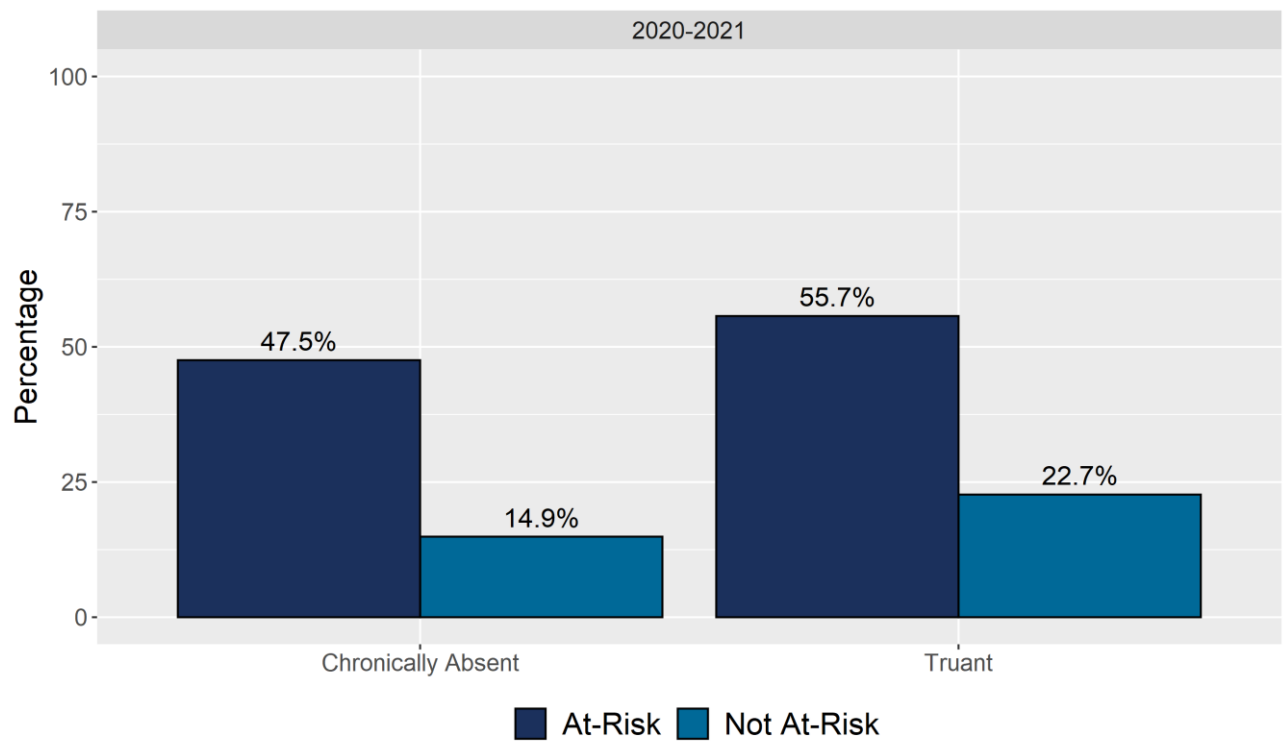


Figure C.3: Chronic Absenteeism and Truancy, by SNAP Eligibility

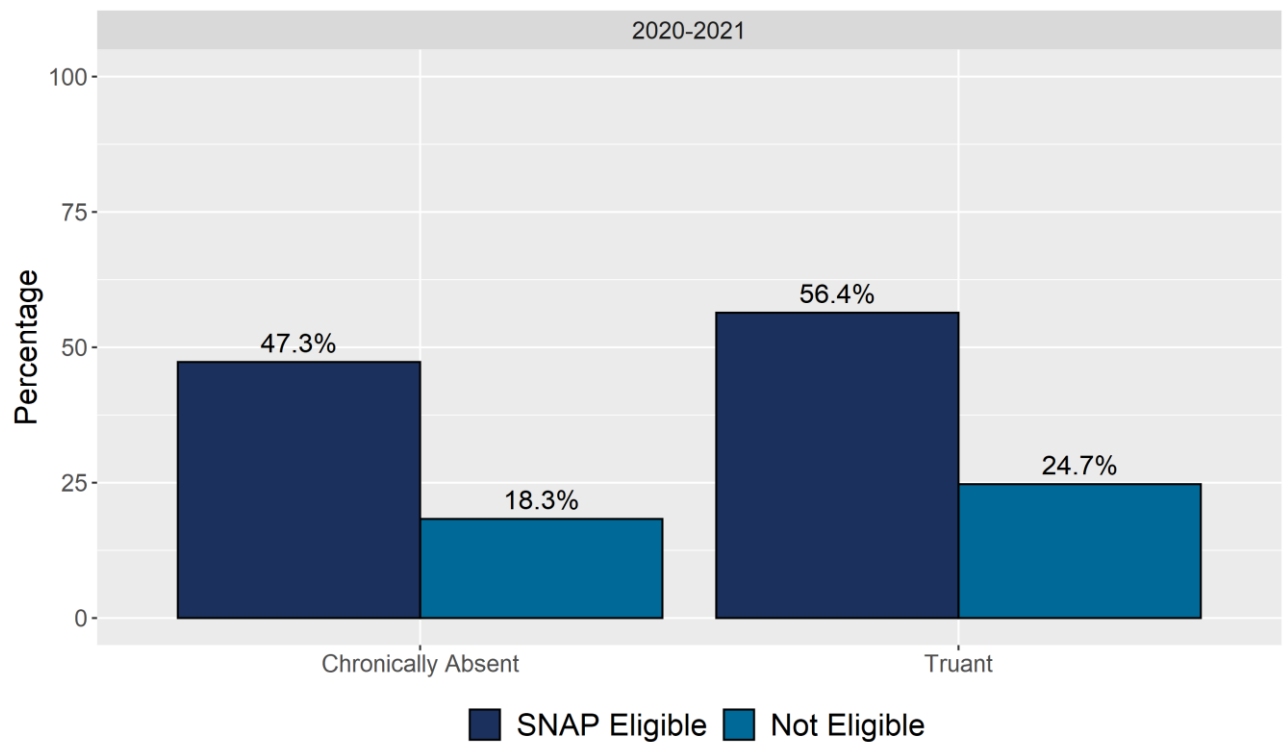


Figure C.4: Chronic Absenteeism and Truancy, by TANF Eligibility

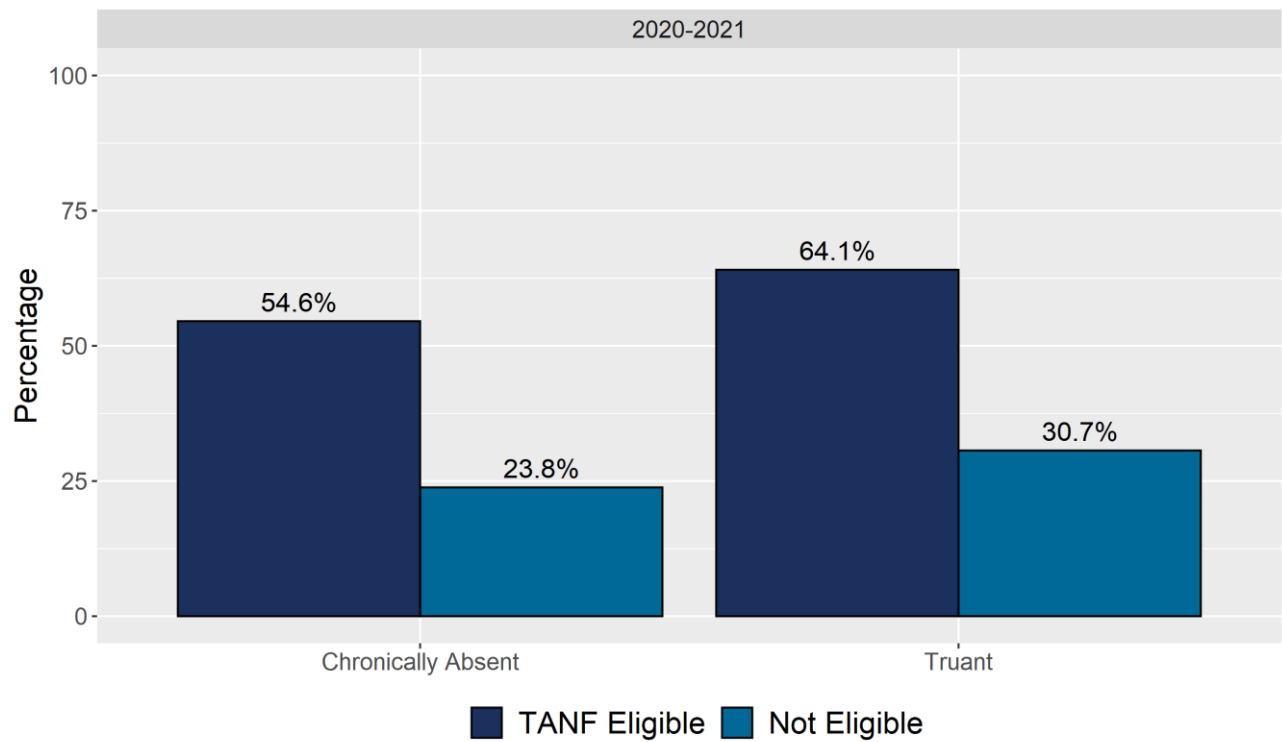


Figure C.5: Chronic Absenteeism and Truancy, by CFSA Status

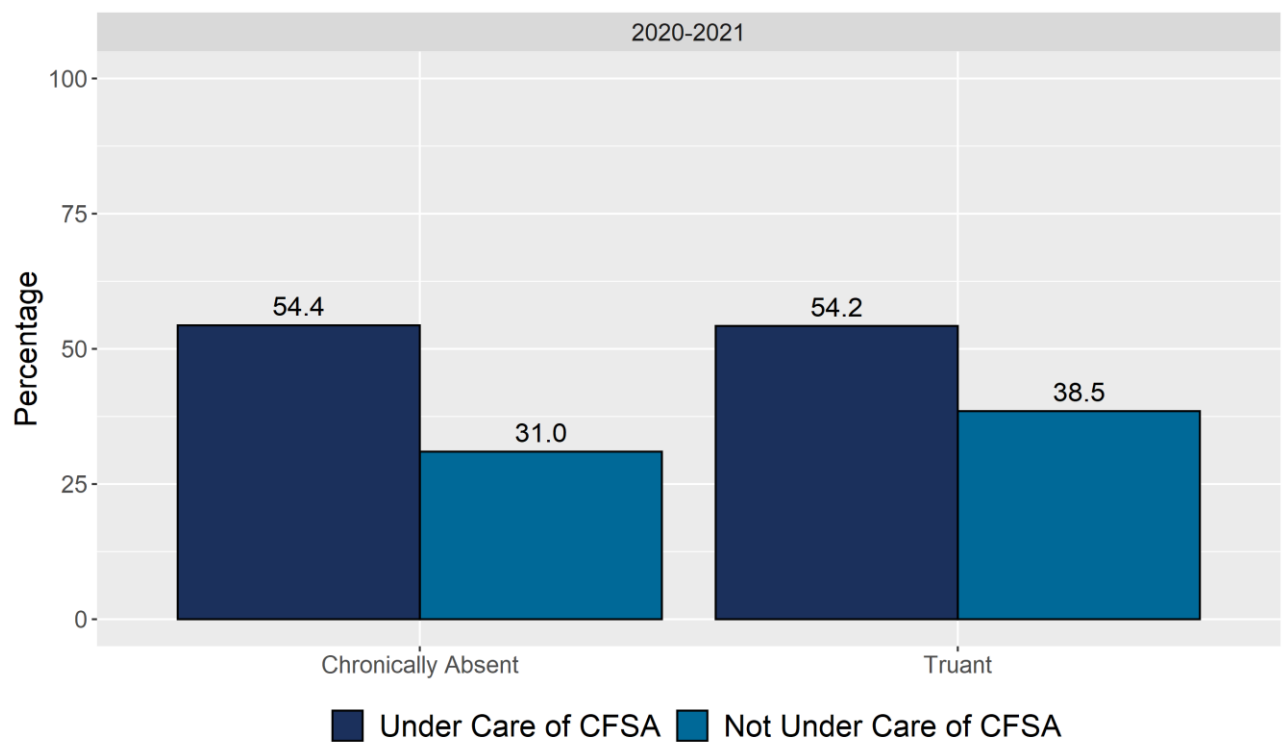




Figure C.6: Chronic Absenteeism and Truancy, by Homeless Status

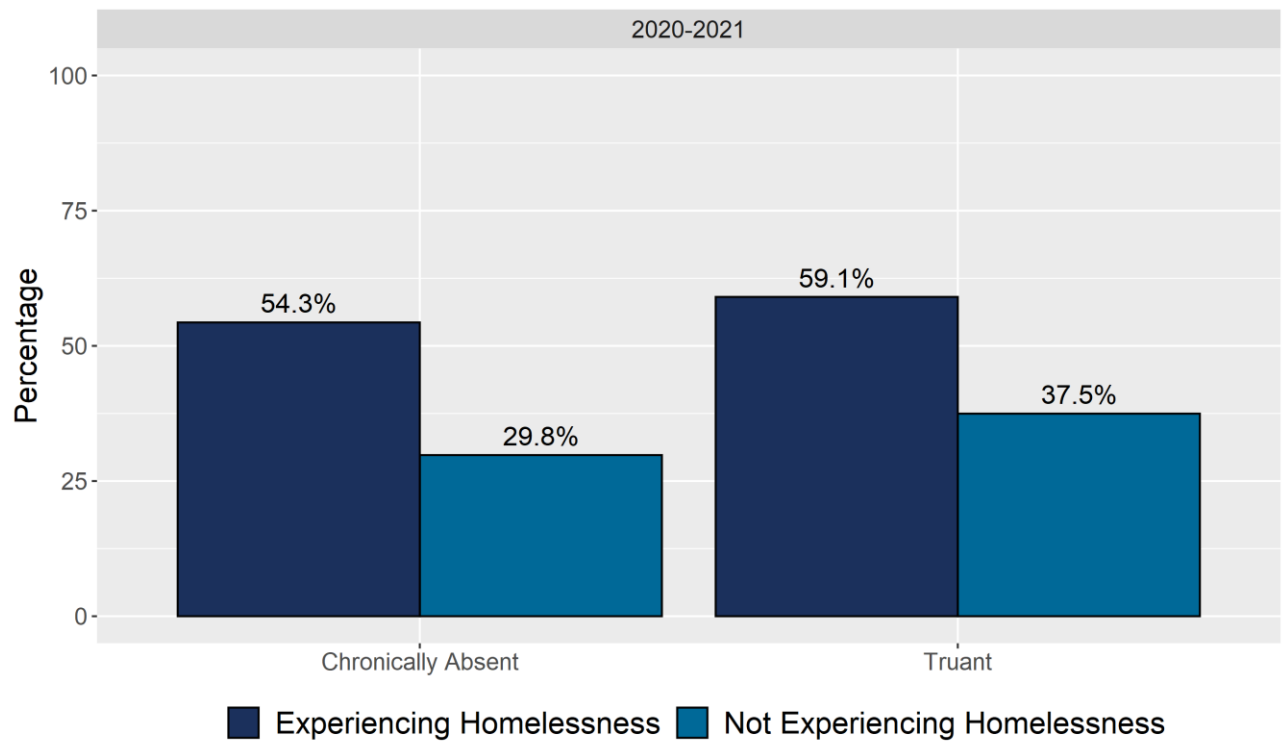


Figure C.7: Chronic Absenteeism and Truancy, by Overage Status

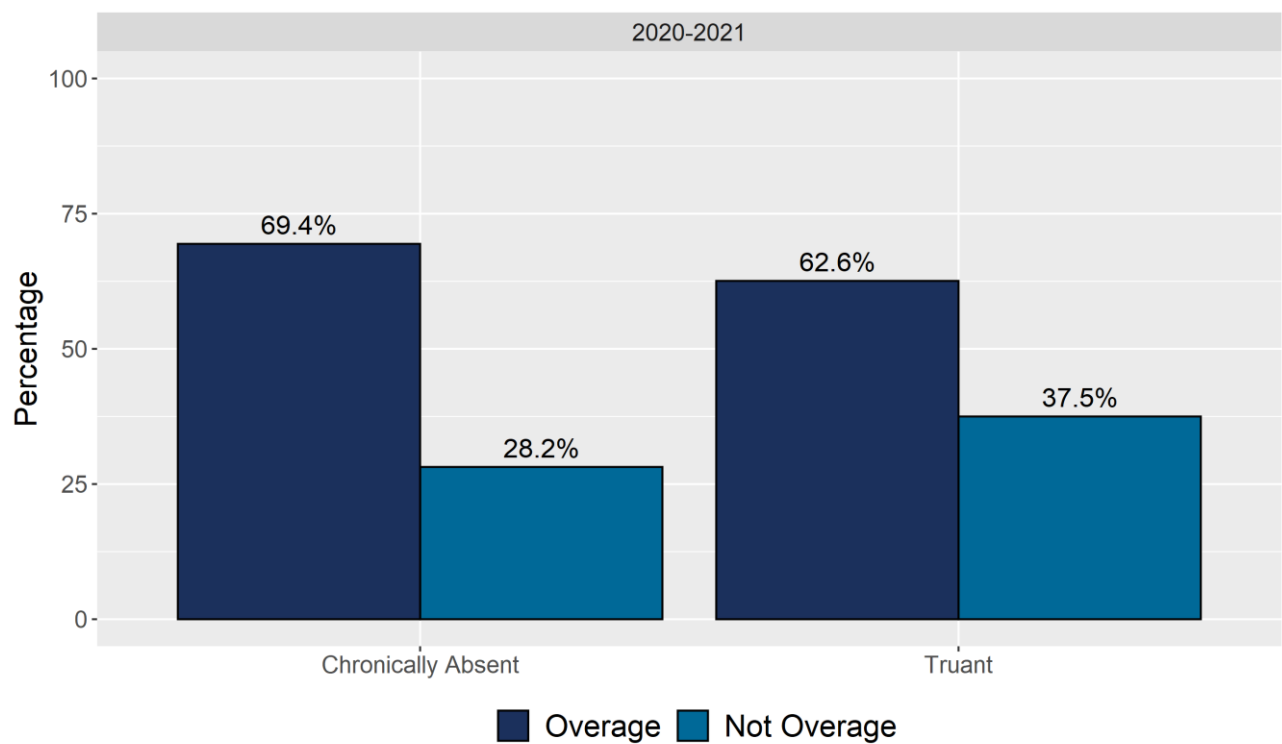


Figure C.8 Chronic Absenteeism and Truancy, by English Learner Status

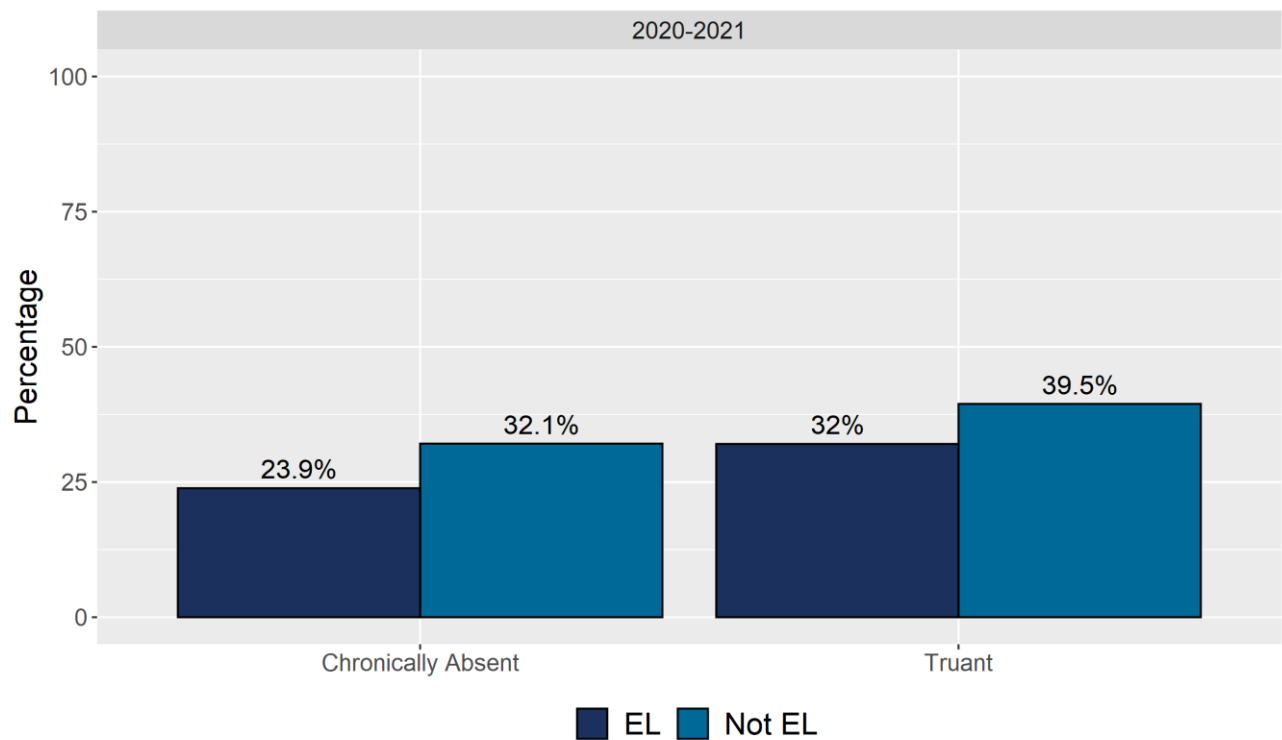


Figure C.9: Chronic Absenteeism Risk Tiers, by Homeless Status

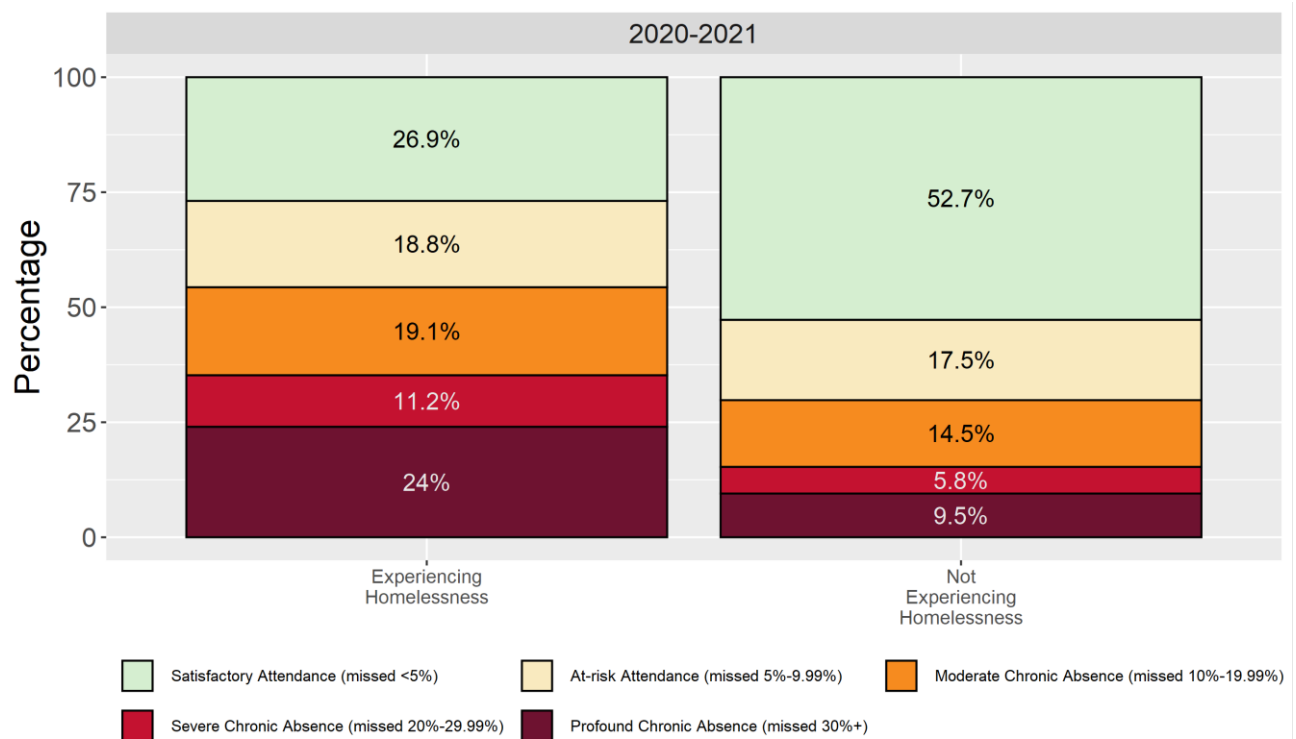


Figure C.10: Chronic Absenteeism Risk Tiers, by CFSA Status

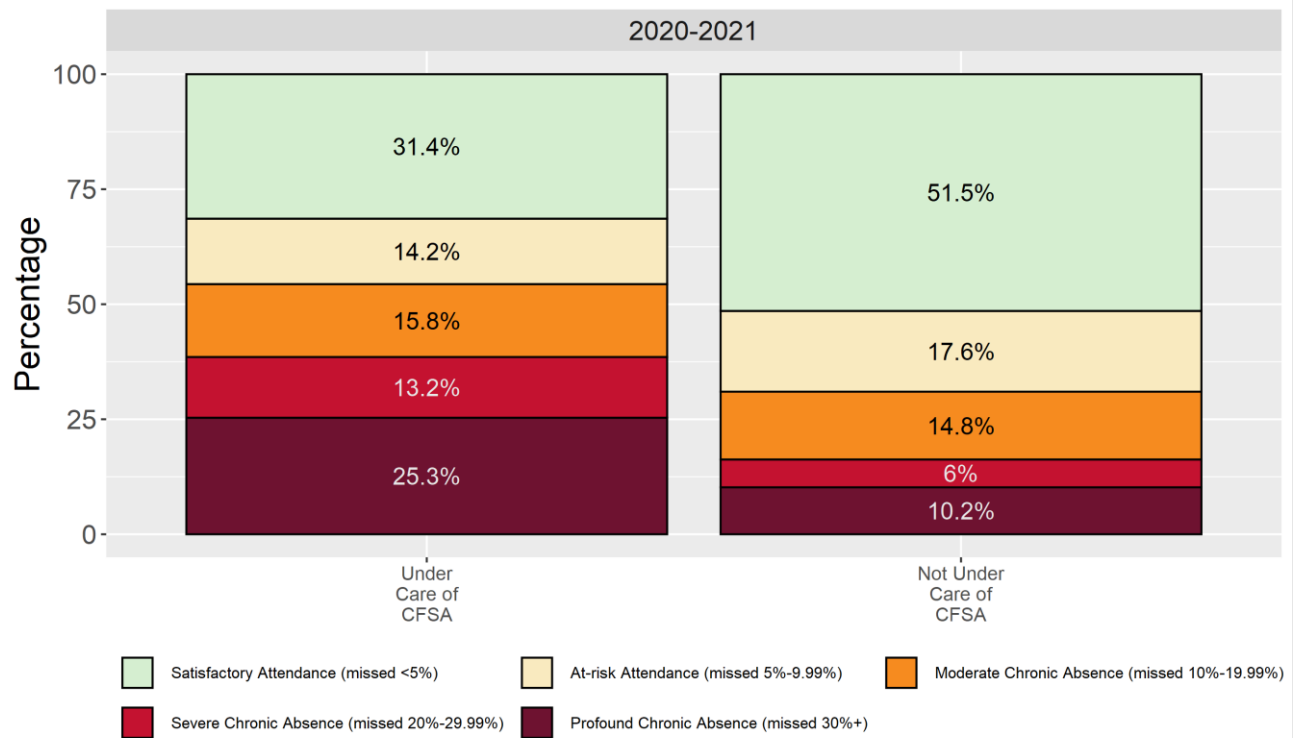


Figure C.11: Chronic Absenteeism Risk Tiers, by SNAP Eligibility

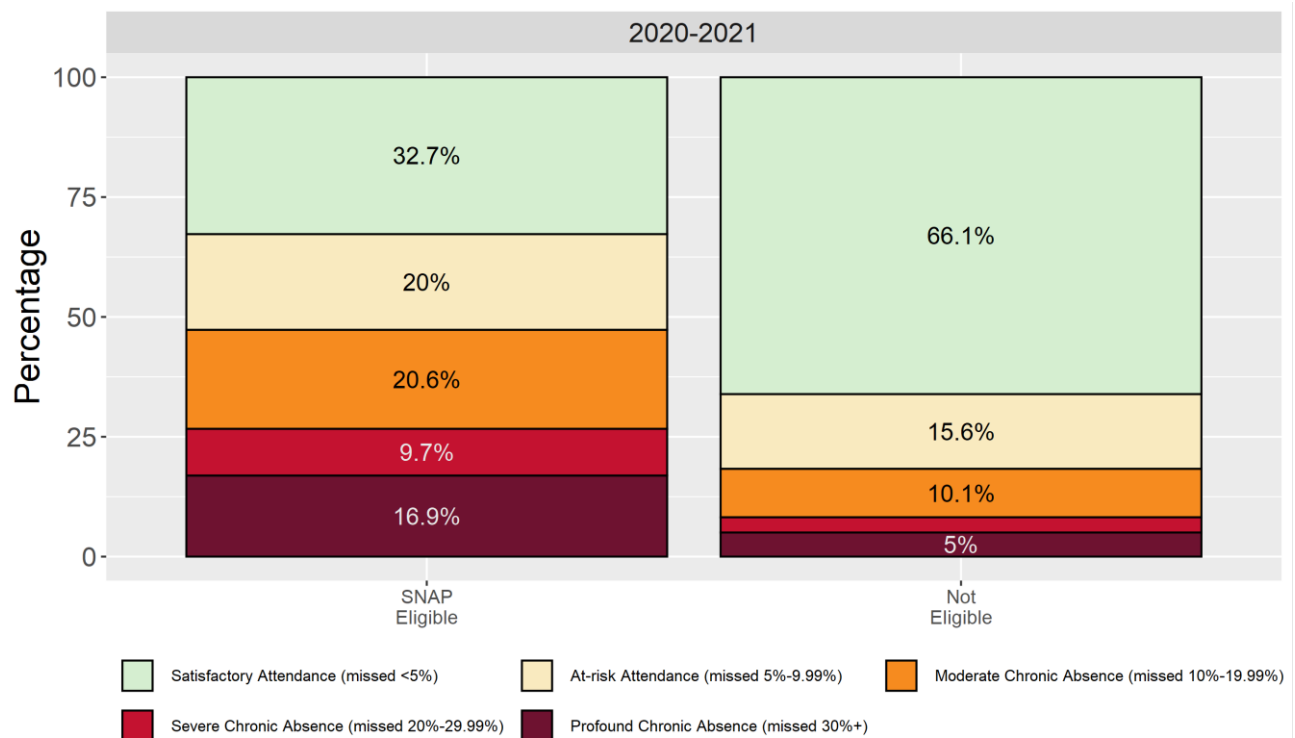


Figure C.12: Chronic Absenteeism Risk Tiers, by TANF Eligibility

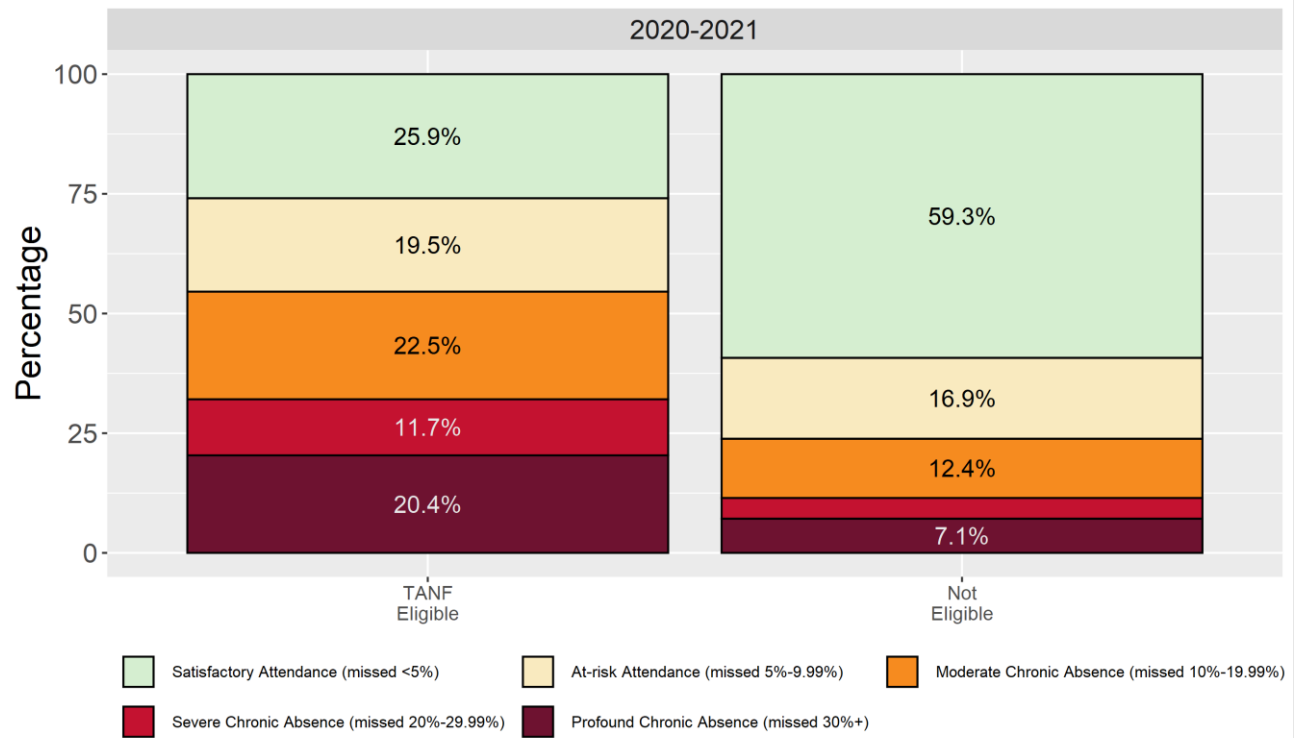
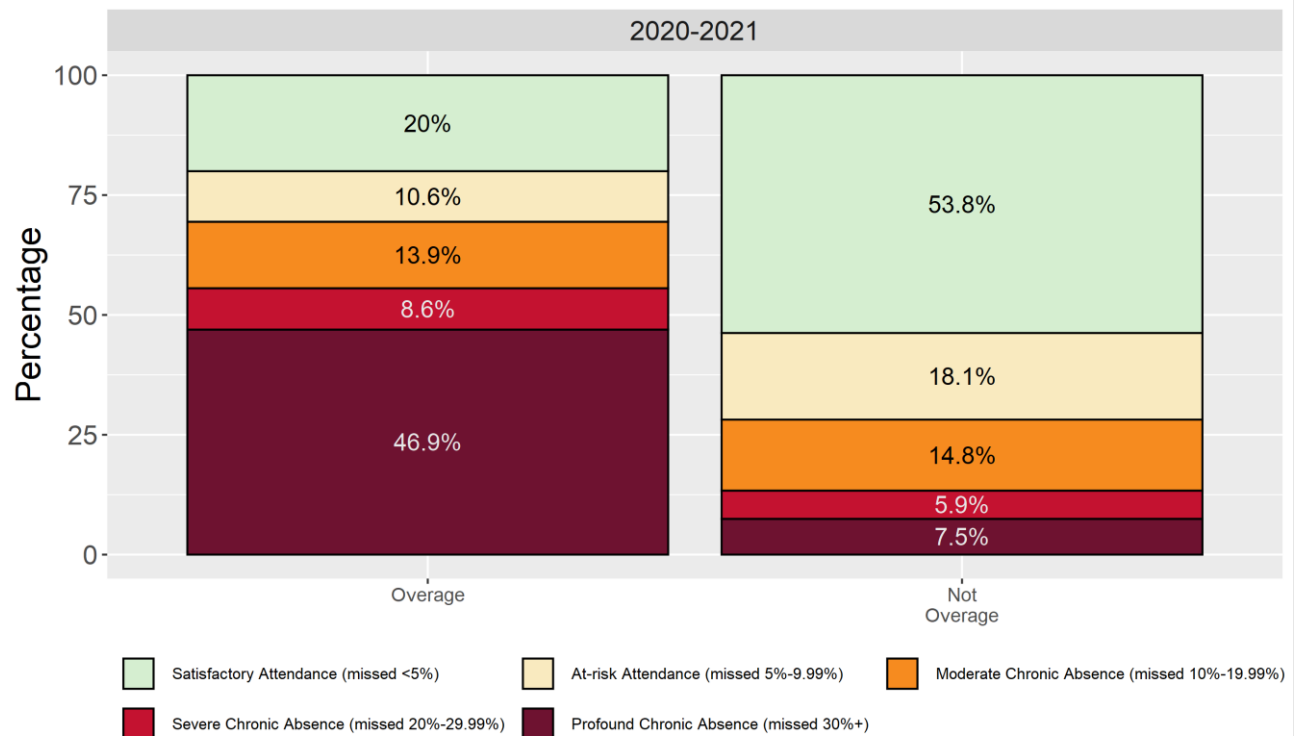


Figure C.13: Chronic Absenteeism Risk Tiers, by Overage Status



## Appendix D: Data Tables

Table D.1: State-level rates of Truancy and Chronic Absenteeism (Figure 1)

Year	Metric	Percentage	Students
2016-17	Chronically Absent	29.5%	22,370
2016-17	Truant	25.5%	18,484
2017-18	Chronically Absent	29.3%	22,317
2017-18	Truant	27.4%	20,258
2018-19	Chronically Absent	30.2%	23,376
2018-19	Truant	29.9%	22,460
2019-20	Chronically Absent	27.3%	21,224
2019-20	Truant	16.7%	12,642
2020-21	Chronically Absent	31.1%	24,435
2020-21	Truant	38.6%	29,441

Table D.2 Absenteeism Risk Tiers, by Grade, School Year 2020-2021 (Figure 9)

Grade	Absenteeism Risk Tier	Percentage	Students	Total Students
KG	Satisfactory Attendance (missed <5%)	45.4%	3,427	7,550
KG	At-risk Attendance (missed 5%-9.99%)	17.6%	1,331	7,550
KG	Moderate Chronic Absence (missed 10%-19.99%)	15.9%	1,202	7,550
KG	Severe Chronic Absence (missed 20%-29.99%)	8.0%	602	7,550
KG	Profound Chronic Absence (missed 30%+)	13.1%	988	7,550
01	Satisfactory Attendance (missed <5%)	51.6%	3,765	7,299
01	At-risk Attendance (missed 5%-9.99%)	17.2%	1,257	7,299
01	Moderate Chronic Absence (missed 10%-19.99%)	14.1%	1,032	7,299
01	Severe Chronic Absence (missed 20%-29.99%)	6.5%	472	7,299
01	Profound Chronic Absence (missed 30%+)	10.6%	773	7,299
02	Satisfactory Attendance (missed <5%)	54.6%	3,864	7,082
02	At-risk Attendance (missed 5%-9.99%)	15.9%	1,125	7,082
02	Moderate Chronic Absence (missed 10%-19.99%)	15.0%	1,063	7,082
02	Severe Chronic Absence (missed 20%-29.99%)	6.5%	457	7,082
02	Profound Chronic Absence (missed 30%+)	8.1%	573	7,082
03	Satisfactory Attendance (missed <5%)	57.1%	3,963	6,941
03	At-risk Attendance (missed 5%-9.99%)	16.1%	1,117	6,941
03	Moderate Chronic Absence (missed 10%-19.99%)	14.1%	982	6,941
03	Severe Chronic Absence (missed 20%-29.99%)	5.8%	401	6,941
03	Profound Chronic Absence (missed 30%+)	6.9%	478	6,941
04	Satisfactory Attendance (missed <5%)	59.0%	3,843	6,511
04	At-risk Attendance (missed 5%-9.99%)	17.8%	1,156	6,511
04	Moderate Chronic Absence (missed 10%-19.99%)	12.8%	835	6,511
04	Severe Chronic Absence (missed 20%-29.99%)	5.2%	339	6,511
04	Profound Chronic Absence (missed 30%+)	5.2%	338	6,511
05	Satisfactory Attendance (missed <5%)	56.6%	3,575	6,316

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Grade	Absenteeism Risk Tier	Percentage	Students	Total Students
05	At-risk Attendance (missed 5%-9.99%)	18.7%	1,183	6,316
05	Moderate Chronic Absence (missed 10%-19.99%)	14.8%	934	6,316
05	Severe Chronic Absence (missed 20%-29.99%)	5.1%	320	6,316
05	Profound Chronic Absence (missed 30%+)	4.8%	304	6,316
06	Satisfactory Attendance (missed <5%)	60.3%	3,580	5,933
06	At-risk Attendance (missed 5%-9.99%)	18.5%	1,099	5,933
06	Moderate Chronic Absence (missed 10%-19.99%)	12.5%	741	5,933
06	Severe Chronic Absence (missed 20%-29.99%)	4.5%	269	5,933
06	Profound Chronic Absence (missed 30%+)	4.1%	244	5,933
07	Satisfactory Attendance (missed <5%)	55.1%	3,167	5,750
07	At-risk Attendance (missed 5%-9.99%)	19.5%	1,122	5,750
07	Moderate Chronic Absence (missed 10%-19.99%)	14.4%	827	5,750
07	Severe Chronic Absence (missed 20%-29.99%)	5.5%	318	5,750
07	Profound Chronic Absence (missed 30%+)	5.5%	316	5,750
08	Satisfactory Attendance (missed <5%)	50.2%	2,787	5,553
08	At-risk Attendance (missed 5%-9.99%)	22.3%	1,241	5,553
08	Moderate Chronic Absence (missed 10%-19.99%)	15.6%	864	5,553
08	Severe Chronic Absence (missed 20%-29.99%)	5.5%	303	5,553
08	Profound Chronic Absence (missed 30%+)	6.4%	358	5,553
09	Satisfactory Attendance (missed <5%)	38.7%	2,575	6,661
09	At-risk Attendance (missed 5%-9.99%)	15.2%	1,014	6,661
09	Moderate Chronic Absence (missed 10%-19.99%)	14.5%	963	6,661
09	Severe Chronic Absence (missed 20%-29.99%)	6.8%	455	6,661
09	Profound Chronic Absence (missed 30%+)	24.8%	1,654	6,661
10	Satisfactory Attendance (missed <5%)	46.6%	2,328	5,001
10	At-risk Attendance (missed 5%-9.99%)	14.4%	721	5,001
10	Moderate Chronic Absence (missed 10%-19.99%)	16.3%	815	5,001
10	Severe Chronic Absence (missed 20%-29.99%)	6.8%	340	5,001
10	Profound Chronic Absence (missed 30%+)	15.9%	797	5,001
11	Satisfactory Attendance (missed <5%)	47.1%	1,880	3,995
11	At-risk Attendance (missed 5%-9.99%)	16.1%	643	3,995
11	Moderate Chronic Absence (missed 10%-19.99%)	15.6%	622	3,995
11	Severe Chronic Absence (missed 20%-29.99%)	5.7%	229	3,995
11	Profound Chronic Absence (missed 30%+)	15.5%	621	3,995
12	Satisfactory Attendance (missed <5%)	40.2%	1,611	4,004
12	At-risk Attendance (missed 5%-9.99%)	19.2%	768	4,004
12	Moderate Chronic Absence (missed 10%-19.99%)	17.9%	718	4,004
12	Severe Chronic Absence (missed 20%-29.99%)	6.7%	267	4,004
12	Profound Chronic Absence (missed 30%+)	16.0%	640	4,004

*Table D.3 In-Person Learning Rates, by Grade Band, School Year 2020-2021*

School Year	Grade Band	Percentage
2020-21	K-2	8.0%
2020-21	3-5	6.0%
2020-21	6-8	1.7%
2020-21	9-12	1.0%
2020-21	All	4.5%

## Appendix E: Regression Output Tables

Table E.1: Chronic absenteeism regressed on student-level indicator variables, with at-risk components

VARIABLES	(1) Chronic Absenteeism
Male	1.186*** (0.0308)
Homeless	2.053*** (0.130)
TANF/SNAP Eligible	2.988*** (0.128)
CFSA	1.437*** (0.184)
Overage	4.354*** (0.897)
English Learner	0.941 (0.0698)
SWD Level 1	1.116** (0.0486)
SWD Level 2	1.209*** (0.0638)
SWD Level 3	1.110 (0.0880)
SWD Level 4	1.817*** (0.148)
Multiple Schools	1.974*** (0.246)
African American/Black	4.269*** (0.500)
Hispanic/Latino	3.061*** (0.413)
Other Race	1.500*** (0.152)
High School	1.226 (0.187)
Constant	0.0516*** (0.00624)
Observations	79,192

Robust see form in parentheses

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1



Table E.2: Chronic absenteeism regressed on student-level indicator variables, including at-risk

VARIABLES	(1) Chronic Absenteeism
Male	1.187*** (0.0336)
At-Risk	3.692*** (0.232)
English Learner	0.954 (0.0712)
SWD Level 1	1.140*** (0.0513)
SWD Level 2	1.261*** (0.0704)
SWD Level 3	1.139 (0.0937)
SWD Level 4	1.832*** (0.148)
Multiple Schools	2.257*** (0.275)
African American/Black	4.045*** (0.461)
Hispanic/Latino	2.855*** (0.375)
Other Race	1.473*** (0.152)
High School	1.642*** (0.248)
Constant	0.0483*** (0.00575)
Observations	79,192
Robust see form in parentheses *** p<0.01, ** p<0.05, * p<0.1	

Table E.3: Truancy regressed on student-level indicator variables, with at-risk components

VARIABLES	(1) Chronic Truancy
Male	1.188*** (0.0310)
Homeless	1.749*** (0.119)
TANF/SNAP Eligible	2.871*** (0.119)
CFSA	1.074 (0.133)
Overage	2.408*** (0.240)
English Learner	0.969 (0.0727)
SWD Level 1	1.152*** (0.0515)
SWD Level 2	1.211*** (0.0620)
SWD Level 3	1.144 (0.0955)
SWD Level 4	1.557*** (0.128)
Multiple Schools	0.725*** (0.0733)
African American/Black	3.953*** (0.469)
Hispanic/Latino	2.970*** (0.400)
Other Race	1.375*** (0.138)
High School	0.999 (0.176)
Constant	0.0963*** (0.0126)
Observations	76,583

Robust see form in parentheses

\*\*\* p&lt;0.01, \*\* p&lt;0.05, \* p&lt;0.1